

A GUIDE TO GUIDE DOG SCHOOLS



ED AND TONI EAMES

SECOND EDITION

HV1709
Ea62
1994



**M.C. MIGEL LIBRARY
AMERICAN PRINTING
HOUSE FOR THE BLIND**

A GUIDE TO GUIDE DOG SCHOOLS

Toni and Ed Eames

3376 N. Wishon
Fresno, CA 93704

(209) 224-0544

HV 1709
E 62
1994

September, 1994

COVER DESIGN

BY

ELISA FERRACANE

"DESIGNS IN ALL MEDIA"

WE DEDICATE THIS BOOK TO:

PERRIER, KIRBY, JAKE,

CHARM, FLICKA, IVY

AND

ALL GUIDE DOGS, PAST, PRESENT AND FUTURE

TABLE OF CONTENTS

Page

PART ONE	1
About the Authors	3
Acknowledgments	5
Introduction	7
Preface	9
Overview	11
What Will a Guide Dog Do For You?	11
You, Your Dog and The World	12
You and Your Family	12
You and the Rest of the World	13
Housing	13
The Job Market	13
People on the Street	14
Costs and Benefits of Having a Guide Dog	16
Myths About Guide Dogs	18
1. YOU HAVE TO BE A DOG-LOVER TO BE A SUCCESSFUL GUIDE DOG USER.	18
2. GUIDE DOGS TAKE YOU WHERE YOU WANT TO GO.	18
3. YOU HAVE TO BE TOTALLY BLIND TO APPLY FOR A GUIDE DOG.	18
4. YOU HAVE TO BE IN TOP PHYSICAL CONDITION TO HANDLE A GUIDE DOG.	18
5. YOU HAVE TO BE EMPLOYED TO GET A GUIDE DOG.	18
6. IT COSTS A LOT OF MONEY TO GET A GUIDE DOG. ..	18
7. A GUIDE DOG IS JUST LIKE A CANE OR ANY OTHER TOOL -- WHEN YOU DON'T NEED IT YOU CAN PUT IT AWAY AND IGNORE IT.	19
8. GUIDE DOGS ARE EXPLOITED BECAUSE THEY HAVE TO WORK SO HARD.	19
9. GUIDE DOGS ARE NOT GIVEN TO SENIOR CITIZENS. .	19
10. A GUIDE DOG IS THE ULTIMATE SYMBOL OF BLINDNESS AND ACTS TO STIGMATIZE THE HUMAN PARTNER.	19
Common Characteristics of Guide Dog Schools	20



Digitized by the Internet Archive
in 2019 with funding from
American Printing House for the Blind, Inc.

<https://archive.org/details/guidetoguidedogs00edea>

Which School For You?	26
Do you want or need specialized training?	26
Do you have a strong breed preference?	26
Can the school meet your specific personal needs?	27
Who is eligible for home training?	27
Applying To a Guide Dog School	27
Alternatives To a Guide Dog School	28
Additional Questions Frequently Asked	28
ABOUT THE SCHOOLS:	28
ABOUT THE DOG:	30
ABOUT TRAVEL;	36
PART TWO	39
Canadian Guide Dogs for the Blind	43
Canine Vision Canada	49
Fondation Mira, Inc.	51
Eye Dog Foundation of Arizona	55
Fidelco Guide Dog Foundation, Inc.	59
Freedom Guide Dogs	63
Guide Dogs of America	67
Guide Dogs of the Desert, Inc.	73
Guide Dog Foundation for the Blind, Inc.	79
Guide Dogs for the Blind, Inc.	85
Guiding Eyes For The Blind, Inc.	91
Kansas Specialty Dog Service	97
Leader Dogs for the Blind	101
Pilot Dogs, Inc.	105
Southeastern Guide Dogs, Inc.	109
The Seeing Eye, Inc.	115
Upstate Guide Dog Association, Inc.	119
APPENDIX	123
Name, address and telephone numbers of all schools	125
Copy of survey sent to each school	129

PART ONE

ABOUT THE AUTHORS

Toni Eames received her education in the New York City public schools where she was mainstreamed. She received her B.A. degree from Adelphi University in 1966 and her M.S. in Rehabilitation Counseling from Hunter College (CUNY) in 1970. For 18 years she worked as a rehabilitation counselor at Kings Park Psychiatric Center, Kings Park, New York.

In 1967 Toni was partnered with her first guide dog, a Golden Retriever named Charm, at Guiding Eyes for the Blind. Her second guide Flicka, another Golden, was trained by a blind friend. Her third and still working guide is Ivy, also a Golden, privately trained for Toni by a former guide dog trainer. In 1993, with her selection as the Delta Society Guide Dog of the Year, Ivy's multi-faceted career as an outstanding guide, therapy dog and obedience competitor was acknowledged.

Ed Eames was also educated in the New York City public schools. He received his B.S.S. from City College of New York (CUNY) in 1951 and his Ph.D. degree from Cornell University in 1965. He taught for 15 years at Temple University and 18 years at Baruch College (CUNY). He retired from his position as professor of anthropology in 1988.

Ed was partnered in 1981 at the Seeing Eye with his first guide, a Labrador Retriever named Perrier. His second guide, a Golden Retriever named Kirby, was teamed with him at Guide Dogs of the Desert in 1989. Ed graduated from Leader Dogs in 1994 with Jake, another Golden Retriever.

Toni was the first blind handler working with a guide dog to successfully compete in American Kennel Club (AKC) obedience trials. In 1972 she and Charm earned the Companion Dog (CD) title. She repeated this feat with Flicka in 1983. Ivy has gone a step beyond her predecessors, and in 1992 she and Toni earned the Companion Dog Excellent (CDX) obedience title. Several months later, Kirby matched Ivy's achievement, becoming the second guide dog to earn a CDX.

Toni and Ed write a monthly column, *Partners in Independence*, for Dog World magazine. This column not only focuses on guide dog issues, but also on issues related to hearing dogs with their deaf and hard-of-hearing partners and service dogs with their physically disabled partners. The Eames have been contributors to Newsreel, Dialogue, Pawtracks, Harness Up, Dog World/UK, Disability Studies Quarterly, Braille Monitor, Lifeprints, Front and Finish, GDBA Forward and Cats. They team-teach workshops and seminars dealing with disability issues for teachers, veterinarians, ophthalmologists, psychologists, rehabilitation counselors and undergraduate college students.

THEORY OF PROBABILITY

1. Let X_1, X_2, \dots, X_n be independent random variables with probability density functions $f_1(x_1), f_2(x_2), \dots, f_n(x_n)$. Then the joint probability density function of (X_1, X_2, \dots, X_n) is given by

$$f(x_1, x_2, \dots, x_n) = f_1(x_1) f_2(x_2) \dots f_n(x_n)$$

2. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Then the probability density function of $Z = X + Y$ is given by

$$f_Z(z) = \int_{-\infty}^{\infty} f_X(x) f_Y(z-x) dx$$

3. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Then the probability density function of $Z = XY$ is given by

$$f_Z(z) = \int_{-\infty}^{\infty} f_X(x) f_Y\left(\frac{z}{x}\right) \frac{1}{|x|} dx$$

4. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Then the probability density function of $Z = \frac{X}{Y}$ is given by

$$f_Z(z) = \int_{-\infty}^{\infty} f_X(yz) f_Y(y) |y| dy$$

5. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Then the probability density function of $Z = \frac{X}{Y}$ is given by

$$f_Z(z) = \int_{-\infty}^{\infty} f_X(yz) f_Y(y) |y| dy$$

6. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Then the probability density function of $Z = \frac{X}{Y}$ is given by

$$f_Z(z) = \int_{-\infty}^{\infty} f_X(yz) f_Y(y) |y| dy$$

7. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Then the probability density function of $Z = \frac{X}{Y}$ is given by

$$f_Z(z) = \int_{-\infty}^{\infty} f_X(yz) f_Y(y) |y| dy$$

8. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Then the probability density function of $Z = \frac{X}{Y}$ is given by

$$f_Z(z) = \int_{-\infty}^{\infty} f_X(yz) f_Y(y) |y| dy$$

9. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Then the probability density function of $Z = \frac{X}{Y}$ is given by

$$f_Z(z) = \int_{-\infty}^{\infty} f_X(yz) f_Y(y) |y| dy$$

10. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Then the probability density function of $Z = \frac{X}{Y}$ is given by

$$f_Z(z) = \int_{-\infty}^{\infty} f_X(yz) f_Y(y) |y| dy$$

ACKNOWLEDGMENTS

This book could not have been written without Peggy Watson's superlative secretarial skills. She read all in-coming mail, processed the survey responses provided by the schools and typed and proof-read the final manuscript. We thank her Mini Schnauzer Heidi and her Giant Schnauzers Sir and Cookie for sharing her time with us.

We extend our gratitude to Diane Anderson for her invaluable editing and proof-reading assistance. Bianca and Bo, her Doberman Pinschers, had to delay their lakeside romps while she scoured the manuscript for unwanted commas and grammatical goofs.

Special mention must be made about the wonderful cooperation and generosity of the local Pitney Bowes Management Services and Zip Print and Copy Center.

Special appreciation goes to American Airlines for providing travel grants enabling us to visit many of the schools described in this volume.

The first part of the chapter discusses the importance of the...
The second part of the chapter discusses the importance of the...
The third part of the chapter discusses the importance of the...
The fourth part of the chapter discusses the importance of the...
The fifth part of the chapter discusses the importance of the...

INTRODUCTION

Many blind writers, as well as most guide dog users we contacted while preparing this volume, describe their experiences with their guide dogs in superlatives. However, not all teams are successful. We will make no attempt to evaluate or rank the schools. Each school graduates very successful teams, as well as some that just don't work out. Probably, the best chance of success occurs when you know what you are looking for and make every effort to get it. We believe an educated guide dog applicant has the best chance of success.

All guide dog schools have the goal of providing dogs who will help to increase the independence of their blind partners. This goal is achieved when a dog-and-person team have the freedom and ability to travel in comfort and safety.

Approximately 8,000 guide dog teams are presently working in Canada and the United States. Since there is an estimated population of 750,000 blind and visually impaired people in these countries, it means fewer than 1.5% of them use guide dogs as their basic means of mobility. One reason for this low percentage, we believe, is lack of information about these remarkable canine assistants. Our goal is to fill this information gap.

Three schools in Canada and 14 in the United States train guide dogs and blind people to function as safe and effective teams. Selecting a guide dog school is at least as important a decision for the blind or visually impaired person as selecting the proper college is for the prospective college student. Guidebooks are available to introduce future college students to many aspects of college life. Until 1986 nothing of the kind was available for potential guide dog school students. We hope this revised, expanded and updated edition will continue to fill this void.

Mathematics

Mathematics is the study of numbers, shapes, and patterns. It is a branch of science that deals with the properties and relationships of numbers and shapes. Mathematics is used in many fields, including science, engineering, and business. It is a fundamental tool for understanding the world around us.

Mathematics is a universal language. It is used to describe the natural world and to solve problems. Mathematics is a powerful tool for understanding the world around us.

Mathematics is a branch of science that deals with the properties and relationships of numbers and shapes. It is used in many fields, including science, engineering, and business. It is a fundamental tool for understanding the world around us.

Mathematics is a universal language. It is used to describe the natural world and to solve problems. Mathematics is a powerful tool for understanding the world around us.

PREFACE

As we originally envisioned this guide, it would be a resource for blind people considering partnership with guide dogs. We did not anticipate the interest shown by orientation and mobility instructors, rehabilitation counselors, disabled student officers, librarians and teachers of the blind and visually impaired. We hope the present edition will find an equally diversified readership.

In 1986 we published the first edition of this book. Since then, there have been many changes in the guide dog movement. Three new training programs have been established in the United States, many existing programs have expanded their training capabilities, several programs have established home-based training programs and there have been shifts in ownership policies. To provide greater coverage, we are including the Canadian training programs in this edition.

The pioneering guide dog school in the United States, The Seeing Eye, was established in 1929. It was inspired by earlier work with blinded veterans done in Germany after the First World War. Buddy, a German Shepherd Dog, and her blind partner Morris Frank, a founder of The Seeing Eye, trained in Switzerland and came back to the United States where Frank publicized the advantages of working with a guide dog.

The partnership between blind person and guide dog proved to be so successful that, within 10 years, another school was established. As a result of the Second World War, a large number of new programs were developed to serve blinded veterans.

The majority of guide dog schools operating in the United States today was founded after World War II. The three Canadian schools were established during the 1980s.

Although each school is described in detail in Part Two of this book, an alphabetical list of the schools, their dates of origin, locations and telephone numbers can be found in Appendix A-1.

Abstract

The purpose of this study was to investigate the effects of a 12-week intervention program on the physical and psychological health of middle-aged adults. The study was conducted in a community center and involved 100 participants who were randomly assigned to either an intervention group or a control group. The intervention group participated in a structured exercise program consisting of aerobic and strength training, while the control group continued with their usual activities. Data were collected at baseline, 6 weeks, and 12 weeks. The results showed that the intervention group experienced significant improvements in cardiovascular fitness, muscle strength, and body composition compared to the control group. Additionally, the intervention group reported a decrease in stress levels and an increase in overall well-being. These findings suggest that a 12-week structured exercise program can effectively improve the physical and psychological health of middle-aged adults. Further research is needed to explore the long-term effects of such interventions and to identify the optimal duration and intensity of the program.

OVERVIEW

What Will a Guide Dog Do For You?

A guide dog will help you get around safely. A properly trained dog will stop at curbs and wait for your command to move forward, will follow simple directional commands such as right and left and will guide you around obstacles. Dogs are taught to guide on the left unless special circumstances, such as amputation or loss of hand function, dictate training to work on your right side. Every guide dog is taught to intelligently disobey in a dangerous situation. Intelligent disobedience means your dog will disregard your command if there is danger from an unheard car, an overhanging branch, an open ditch or any other similar hazard of which you may be unaware. Almost every guide dog user has had the experience of commanding his or her dog to go forward, but the dog refuses to budge. A passerby may tell you your dog just stopped you from walking into a construction barrier, wet cement, a fallen tree or a host of other possibilities. It is when we try to second guess our dogs that we get into trouble. One lesson all guide dog users have to learn is to trust their sighted canine partners.

Regardless of whether you live in the city, the suburbs or the country, your guide dog will make it easier for you to get around. She will guide you on and off buses and trains, in and out of stores and shopping centers, around ditches and holes in the ground and walk safely with you on the sidewalk or alongside the road.

Legally, when he is in harness, your guide dog can accompany you into all places of public accommodation. Therefore, he can go wherever you go. This includes department stores, supermarkets, restaurants, theaters, doctors' offices, post offices, airplanes and anywhere else you may want to go.

If you are employed, following your directions, your dog will guide you to and from the job. Once there, she will remain quietly by your side, under your desk or next to where you work. If permitted, she will enjoy the company of your fellow workers. She will guide you to and from the rest room, out to lunch, to your bank and wherever your schedule takes you.

If you are a homemaker, your dog will help you get to stores, the laundromat and your children's school. He will also adore your children and be adored in return.

If you are a college student, your dog will get you to classes, libraries, dormitories and hangouts. She will lie beside you in lectures and guide you from one building to another during class changes. She will help you meet other students and make friends.

If you are retired, your dog will guide you to stores, around the neighborhood, on

buses, trains and planes and on visits to family and friends. If you go to a Senior Citizens' Center, he will probably become the focus of attention. Taking your dog for his daily exercise and feeding and grooming him will become an integral and enjoyable part of your daily routine.

An unanticipated consequence of getting a guide dog is that, suddenly, people begin talking to you. There are those who had a dog who looked just like yours. Others want to know all sorts of things about your dog, including where you got her, whether she can really read signs and how she knows where you want to go. The dog becomes a conversation piece, a social icebreaker and a source of identification. As we constantly hear refrains of, "What a handsome dog he is," or, "Oh, how beautiful she is," we begin to realize we are being upstaged by our dogs. Most of us think of this as a benefit.

You, Your Dog and The World

The introduction of a guide dog into your life will radically change it, bringing many benefits but creating some problems as well. Before focusing on the advantages of having a guide dog, we will discuss some potential problems.

The new actor on the scene, four-footed though he may be, will change relationships with your family, friends and relatives, co-workers and strangers on the street. If you are aware of potential problems and handle them with sensitivity, they can usually be resolved.

You and Your Family

Whatever your family status, it would be wise to incorporate those closest to you in your decision to seek partnership with a guide dog and enlist them in the adjustment process after you and your guide complete the training course. Keeping friends and family informed about the team's progress in training by phone, visits or correspondence will help ease the transition after graduation.

Getting a guide dog may change well-developed patterns of familial relationships. The process of change will have begun when you decided to seek partnership with a guide dog. Much of the impact of this partnership will depend on your age and your family status.

If you are living with your parents, they may find it difficult to adjust to the fact that you no longer need or want their help in getting around. They may also seem to be overly concerned about your safety. Parents who have acted as sighted guides may feel they are being displaced by the canine assistant. On the other hand, you may find yourself having to fight off your parents' attempts to take over the care of the dog.

If you are married or in a relationship, you may face a somewhat different set of problems. The human partner rather than the parent may be displaced as a caretaker. Both the interdependence of you and your dog and your greater freedom of mobility may

seen by your human partner as a threat to the marital or tightly bonded relationship. If your partner is sighted, he or she might resent your desire to take the dog everywhere with you. Problems such as these can usually be resolved by discussion and mutual understanding. A sense of humor will help keep the problems in perspective. Just as we encourage tender loving care for your dog, it is advisable to extend this to your loved ones.

Most guide dogs share their love and affection with other members of the family. Guide dogs and children get along famously. The dog becomes a part of the play activities of the children, and you may find yourself competing with them for the time and attention of your dog. You may also find yourself competing with your dog for the attention of your children. Even children who are afraid of strange dogs usually adjust quickly to a guide dog in the family.

Sometimes the parent of an infant may observe the guide dog becoming jealous of the child as toddler stage is reached, seeing the child as competition. Intelligent handling of the dog and of the toddler can, and usually does, resolve any problems.

You may permit friends and relatives to treat your dog as a pet when she is not in harness. However, when in harness, she is a working guide and should not be distracted.

You and the Rest of the World

Housing

It is against the law to deny an apartment or house to a blind person because of partnership with a guide dog. If you already own or are buying a single family house, then having a guide dog will make no difference. If you are already living in an apartment or rental housing and get a guide dog, it will be legally impossible to evict you because of your dog. You face the greatest difficulty when you are applying to rent a house or apartment and already have a dog. In the United States it would be discriminatory and a violation of the white cane/guide dog laws and federal fair housing acts to deny your rental request; however, this violation of your rights might be difficult to prove. It is also illegal to require a pet deposit for your guide dog.

The Job Market

Does having a guide dog help or hurt your chances of getting or keeping a job? There is no simple answer, but at least a guide dog helps get you to and from work.

With a reported unemployment and underemployment rate of 70% for blind Americans, denial of employment opportunity is widespread. Thus, you may already be discriminated against because you are blind, and the guide dog may compound this discrimination. Some employers and even governmental agencies may not want to have guide dogs on the premises. Some people just don't like dogs and wouldn't want to hire someone with a dog. Under Title 1 of the Americans with Disabilities Act (ADA) of 1990,

such discrimination is illegal in the United States. Proving discrimination on the basis of blindness may be difficult. However, if it can be proven, you can collect back pay and, under recent civil rights legislation, even get punitive damages. Under the ADA our guide dogs are defined as auxiliary aids and refusing to hire us, refusing to promote us or firing us because of our guide dogs is another form of discrimination.

Many people we have spoken with believe their acquisition of guide dogs jeopardized their employment opportunities. When Toni was refused employment in the early '70s by rehabilitation agencies claiming her guide dog would interfere with her ability to provide services to clients or would frighten clients, she did not have the backing of federal law to challenge this discriminatory view. Even with the backing of federal law in the famous section 504 of the Rehabilitation Act of 1973 and the ADA, cases of discrimination against those of us choosing partnership with guide dogs still occurs. Recently, a hospital worker told us he and his guide were not permitted to use the front entrance of the hospital where he was employed or go to the employees' dining room, a direct violation of the law. It took some time and persuasion for hospital authorities to recognize his legal rights of access as an employee. This same hospital welcomed guide dogs with blind visitors in the visitors' cafeteria and encouraged them to use the front entrance!

On the other hand, many employers like dogs and look favorably on the presence of a guide dog. When Kings Park Psychiatric Center hired Toni, her supervisor announced to all staff that the Center now had a canine employee who would be given access to all parts of the hospital. In her book Emma and I a similar experience is reported by Sheila Hocken. After a frustrating period of job hunting, she was offered a job on the spot by an employer who was a dog lover. Morris Frank credited his guide dog Buddy with being the real insurance salesman. It was Buddy's presence that got Morris Frank in the door and helped clinch the sale.

People on the Street

People can be either helpful or harmful in their interactions with you and your dog. People problems are numerous, but most problems come under the heading of interfering with the dog's doing his job. At times a person may want to lead you across the street -- in other words, do the dog's job for him.

Guide dog users most frequently complain about people who pet or feed their dogs without asking permission. During our training we are told this is not acceptable, but we are sometimes not in a position to stop it. No matter how hard you try to discourage people from petting or feeding your dog, you will never be completely successful. Most of us grin and bear it. (Most of our dogs enjoy it.)

It is not that we don't want our dogs to be friendly, but petting or feeding them when they are in harness is a distraction that can endanger us. As one woman said to a sighted

stranger who insisted on petting her dog, "You wouldn't want someone playing with your eyes when you're driving, would you? She's my eyes."

As guide dog users, when we hear the question, "Does your dog bite?", we shudder. Experience has taught us that if we say the dog does not bite, this is often taken as permission to pet our dogs. There are a number of responses to this question that may prevent petting on the part of strangers. Some people reply, "Sometimes," some reply, "Not recently," some, "I don't know, but he hasn't had dinner yet," and so on. The best response we have heard is, "Does he have teeth?"

The people who pet and feed your dog are annoying, but those who want to "help you" can be really dangerous. They may grab you by the elbow while you're standing on a street corner trying to listen to traffic, deciding when it is safe to cross. Other unwelcome and unsolicited aid may take the form of helping you on and off buses, into and out of elevators, up and down stairs, etc. It is this so-called help, neither needed nor wanted, that creates problems for you as you move around with your dog. It is an intrusion into the effective working relationship between you and your guide. No matter how much we attempt to educate the public about this problem, uneducated people, wanting to be helpful but succeeding only in being unhelpful, will always exist. Most of us who are blind, whether we use cane or dog, have to learn to live with this phenomenon.

On the other hand, people can be helpful and usually are. When we need directions, sighted people on the street are the major source of information and orientation. When we are uncertain about the environment, sighted people tell us about it. Bus drivers, restaurant workers, taxi drivers, shopkeepers, etc., very often go out of their way to be helpful. On those occasions when you do have trouble with a taxi driver, a restaurant owner, a theater manager, etc., it is usually the nearby sighted people who intercede on your behalf.

You and your dog will be an object of interest and curiosity. As previously mentioned, our dogs are social icebreakers and, like magnets, draw people to us. People are always asking questions about our dogs and everything we do with them. Like most guide dog users, we perceive ourselves as "ambassadors of good will" for the guide dog movement. We are pleased when our dogs are praised for their exemplary behavior and good looks, we are hurt when our dogs are not appreciated and we are embarrassed when our dogs misbehave. In effect, the dogs become extensions of our own personalities.

COSTS AND BENEFITS OF HAVING A GUIDE DOG

A guide dog is the most personal prosthetic device you could ever have, but she is not a panacea, a miracle worker or a cure-all. You and she are a team, and successful mobility is a team effort. Your guide dog will not take you places automatically. She will rely on your directions about where to go, and she will guide you there safely. She will not read the street signs or tell when the red light changes to green. She will stop at the curb and wait for your command to move forward, guiding you safely across the street. However, if you tell her to move forward and there is oncoming traffic, she will not budge. If you are in the middle of the street and traffic is moving, she will stop and let the traffic go by or move around it. She will guide you when you walk so you don't bump into things, get run over or trip over obstacles.

Your guide dog is also a responsibility. The benefits are great, but there are costs, both financial and emotional.

Food is the first cost. Although a well-balanced, dry dog food is relatively inexpensive, it still can amount to \$5 or more a week. Veterinary care, although sometimes provided at reduced rates, can be expensive. At a minimum, there are immunizations and checkups. Toys and treats can also add up.

A guide dog is a great time-saver. On the other hand, having a guide dog will also take some of your time. He must be taken out for relief several times a day and groomed daily since even a short-haired dog needs his coat brushed. In addition, if you do not walk a lot, exercising the dog is important. Time must be set aside to reinforce obedience training. It is also essential to play with him to maintain the close attachment, or bonding, between the two of you.

Above all else, there are emotional costs. You cannot put your guide dog in the closet when you are not working with her. When the harness comes off, she is a pet dog and requires all that any pet does, plus more. She will want and need your attention, your petting and your love. If she does not feel well, you will feel sick. The bonding is a two-way process: She bonds to you and you bond to her, creating a tremendous emotional investment.

The issue of bonding is often discussed in the literature provided by guide dog schools. The dog's first allegiance is to the puppy raiser, then to the instructor and finally to you. The bonding process begins when you and your dog meet and the dog has to depend on you for food, water, grooming, petting, play and going outside to eliminate. To facilitate this process, you are together 24 hours a day. Instructors claim they can see the process of bonding taking place as the team works. When the dog takes direction from you rather than the instructor, the process of bonding has occurred. You have your dog's allegiance when you can walk past your instructor without your canine partner wanting to go to him/her. A similar sign is when your dog will leave the instructor to come to you.

Full bonding takes a long time and continues after completion of training. Bonding works in both directions: You accept ultimate responsibility for your dog, and, in return, he accepts you as his pack leader. There is mutual attachment and responsibility.

A final cost is one none of us feels comfortable about but must be discussed. Our dogs age faster than we do and die before we do. Sometimes a dog must be retired after years of faithful service. Retired dogs may be placed with friends or relatives, kept as pets or returned to your school.

In some cases our dogs die or have to be euthanized. Sometimes the last way we can show our dogs we care for them is not to let them suffer. The grief and sorrow we feel are perfectly normal feelings and to be expected. Different people handle this grief differently. Some may delay getting a successor dog or may decide not to get one at all. Others may start the process of getting a successor dog when it is obvious the old one is dying. From our observations most of those who have been part of a successful working team will eventually seek partnership with another guide dog.

Not all partnerships are broken as a result of the dog's growing old. Not all teams are successful. Approximately 10% of graduated dogs are returned within one year of completion of training due to health, working or behavior problems. In other cases dogs are retired early for similar reasons. The grief experienced at these times may be as powerful as that felt at the loss of a senior partner.

MYTHS ABOUT GUIDE DOGS

1. YOU HAVE TO BE A DOG-LOVER TO BE A SUCCESSFUL GUIDE DOG USER.

Many successful guide dog users never had dogs before. Some had even been afraid of dogs before getting their canine partners. In order to be successful you don't have to love all dogs, but you have to love and respect your own canine teammate.

2. GUIDE DOGS TAKE YOU WHERE YOU WANT TO GO.

You and your dog work together as a team. You have to know where you are going and how to get there. Under your direction your canine teammate guides you safely to your destination.

3. YOU HAVE TO BE TOTALLY BLIND TO APPLY FOR A GUIDE DOG.

You have to be legally blind to get a guide dog. People with low vision who learn to trust their dogs find the partnership rewarding.

4. YOU HAVE TO BE IN TOP PHYSICAL CONDITION TO HANDLE A GUIDE DOG.

You do not need to be an athlete to have a guide dog. You have to be reasonably mobile, but even those with multiple disabilities or with poor mobility skills can learn to handle a guide dog. Schools do suggest exercising to improve your physical condition before starting training.

5. YOU HAVE TO BE EMPLOYED TO GET A GUIDE DOG.

You don't have to be working. Students, homemakers, job seekers, part-time workers and retirees are all eligible for guide dogs.

6. IT COSTS A LOT OF MONEY TO GET A GUIDE DOG.

Guide dog schools are nonprofit organizations funded by public contributions. Although it costs many thousands of dollars to train a guide dog, the cost to you is minimal. You may have to pay for transportation to and from the school. Some schools charge a nominal fee. (See description of each school for details.) Service clubs, such as the Lions, often will help pay your expenses. Some state rehabilitation agencies are beginning to help with the cost.

7. A GUIDE DOG IS JUST LIKE A CANE OR ANY OTHER TOOL -- WHEN YOU DON'T NEED IT YOU CAN PUT IT AWAY AND IGNORE IT.

A guide dog is an animal demanding love for his reward. He can only work effectively as part of a team.

8. GUIDE DOGS ARE EXPLOITED BECAUSE THEY HAVE TO WORK SO HARD.

Guide dogs are probably happier than pet dogs. They are seldom left home alone and go everywhere with their partners. They travel in buses, trains and planes without having to ride in crates. Many guide dogs start wagging their tails as soon as their harnesses are picked up.

9. GUIDE DOGS ARE NOT GIVEN TO SENIOR CITIZENS.

Many senior citizens, some in their late 80s, have successfully trained and are currently working with guide dogs.

10. A GUIDE DOG IS THE ULTIMATE SYMBOL OF BLINDNESS AND ACTS TO STIGMATIZE THE HUMAN PARTNER.

The guide dog is indeed a public acknowledgement of blindness. Unlike a cane, she cannot be folded up and placed in a backpack. A guide dog does not stigmatize the blind partner but is a positive symbol of coping and maintaining independence.

COMMON CHARACTERISTICS OF GUIDE DOG SCHOOLS

All guide dog schools have the goal of enhancing the ability of blind people to travel safely and independently using trained dogs. This goal is achieved by training the dog, matching the person and dog and training the team to work together as a unit. Despite this universal goal, guide dog schools do differ from one another. These differences will be noted in the specific description of each school. Here we shall discuss the common features, rather than the differences, among them.

Canadian and American schools are not-for-profit organizations. They obtain their funds from donations from individuals, service clubs, legacies, foundations, etc.

The three breeds most commonly used are Labrador Retrievers, Golden Retrievers and German Shepherd Dogs. Most schools train both male and female dogs, all of whom are neutered. Schools obtain their dogs by breeding their own or through purchase or donation. From this stock the schools carefully select the animals they believe can be trained to make the best guides.

At about the age of two months, puppies selected for future guide dog training are placed with families, known as puppy raisers or puppy walkers. These invaluable volunteers are expected to introduce the puppies to a wide variety of experiences, such as interaction with other animals, children and exposure to the noise and confusion of family living. The puppies learn to travel in cars and accompany their raisers in public places as much as possible. In addition these devoted volunteers housebreak the puppies and teach them basic manners. Above all, the puppy raisers provide the tender loving care necessary for proper socialization.

When the young dogs are approximately 14 to 18 months of age, their serious training starts back at the school. Professional instructors who have gone through a thorough apprenticeship program work with the dogs for the next three to six months preparing them for their future work as guides.

Becoming a guide dog is not easy. A guide dog should be physically healthy, intelligent, responsive and friendly. A guide dog should not be fearful, aggressive or hyperactive. From earliest puppyhood dogs are continuously evaluated for their future careers. During the year with the puppy raisers, some dogs show indications they would not be good guides and are rejected for further training. The young dogs brought back to the school are further tested for suitable temperaments before going on for formal training. Throughout the training period, any dog deemed unsuitable is disqualified. The schools usually have more dogs available than the actual number of students coming in for training, so further selection takes place during the matching process.

The first step in obtaining a guide dog from a school is to write or telephone and request an application. Most American schools accept applications from blind people located throughout the United States and Canada. Some programs welcome applications from residents of other countries. Canadian schools accept applications only from Canadian residents. Schools require a medical examination and report from your physician, proof of legal blindness, a report from an orientation and mobility instructor and references.

You will be asked to assess your own orientation and mobility skills. You will also be asked to describe the general conditions under which the dog will be living and working. Very few schools will accept you for training if you are under 16 years of age.

Either in the application itself or upon starting the training program, you will be required to sign a statement releasing the school and its employees and agents from liability for any accident that may occur.

Most schools have a residential requirement of three and one-half to four weeks for first-time students. During that time, you and your dog receive free room and board. The two of you will probably share a room with another team in training. None of the residential schools makes provision for mothers to bring their infants or dependent children with them.

Most schools have a shorter and/or more flexible residential requirement for experienced handlers training with a successor dog. In some cases when experienced handlers from one school train for a successor dog at a different school, they are treated like first-time handlers in regard to the residential requirement. You should check the policy of each school you are interested in attending.

Special dietary needs such as those of diabetics can be met by most schools. Other dietary preferences such as vegetarianism or those based on religious restrictions can often be satisfied when prior arrangements are made. Schools with dormitory facilities have access to medical care and have sighted staff members on duty at all times during the training period.

Schools can make provision for attendance at religious services. Most schools use Saturday as a training day. Therefore, if you attend services on Saturday, it is advisable to contact the schools in which you are interested to determine their policies.

There are rules regulating student behavior at most schools. For example, there are rules about visiting the rooms of fellow class members of the opposite sex, showing up for meals, drinking alcoholic beverages, leaving the school premises and attending training sessions and lectures.

Only part of the day is spent in actual class activities and training. Therefore, you will have a great deal of free time. Recreational and entertainment facilities usually include braille and talking books and magazines, musical instruments, radio, television and table games. Typewriters and computers are available for your use, and you can have your mail

read to you by a staff member. A public telephone is located on the premises, and some schools have phones in student rooms. Time is set aside, usually on weekends, for you to have visitors.

Every school tries to make the best match possible between blind person and dog. In doing this characteristics such as age, occupation, height and weight, walking speed, personality of both canine and human, travel requirements and so on are taken into consideration. Initially, instructors become acquainted with their students and take them on "Juno walks". A Juno walk consists of the instructor holding a guide dog harness and acting the part of a guide dog while the student holds onto the harness handle and leash. Through this process the instructor gets an idea of the trainee's reaction time, walking speed and general dog handling abilities. The student's mental state is also important. How aware is the student of his or her surroundings? Are all the senses used to advantage? Is the individual a hyper-personality or more laid back? With all the various factors in mind, the instructor and the rest of the training staff decide on the match.

Each dog is different, responds differently to different situations and has his own quirks and personality. While most schools will ask you about breed preferences and breed dislikes, all schools insist on making the final decision as to who gets which dog.

After meeting your dog, the first task is to get to know one another. Time is set aside for playing with, feeding and petting her. She will sleep in your room, and you will keep your canine assistant with you wherever you go and whatever you do. All of this is aimed at creating a bond between the two of you.

Training begins with teaching you about the equipment used in working with your new partner. Walks with your dog begin with simple routes. During these walks you become accustomed to responding to your dog's movements, and your dog learns to take directions from you. For the first-time guide dog user who has been relying on the use of a long cane or a sighted human guide, the combined thrill and terror of placing your life and safety in the paws of a dog are indescribable. The routes get progressively more complex and difficult. As the training continues, there is usually a moment when you realize how competent and well trained your dog really is. The recognition may seem to come in response to a single event, but it actually has been slowly developing as you and your dog work together. This is the point where you are ready to accept the dog as your guide.

For Ed this moment occurred during the second week of training when his dog Perrier stopped on a dime as a car came hurtling out of a driveway. Although Ed had known intellectually that the dog was trained to keep him out of harm's way, when Perrier actually did so, it was an emotional breakthrough.

Students work together with their dogs as part of a singles team or double up with another student-and-dog team. Initially, the instructor walks very close to the working team or teams. As your training progresses, the instructor permits you greater freedom to act on

your own while still under supervision. Although you will work primarily with one instructor, other members of the training staff provide backup and assistance.

Towards the end of training at many schools, you and your dog will go on one or more walks without the instructor. These solo walks broaden your experience and build confidence that helps in making a successful transition from the training program to the home environment.

Instructors teach you how to work with your dog. Since a balance between reward and correction is essential in training a dog, you are taught proper methods for both. Lectures provide information about dog psychology, dog care, health and nutrition, dealing with the public and your rights as a guide dog user.

You are taught how to feed and give water to your dog, take him outside to urinate and defecate, recognize when he needs medical attention and give medication. Instruction is provided in proper grooming techniques so you can comb and brush him and keep him clean.

Your guide will have been taught to respond to a series of obedience commands such as "sit", "down", "stay" and "come". Daily repetition of these commands reinforces your dominant position. These are the commands you will use while riding with your dog in automobiles or on public transportation. As part of obedience training, some schools teach the dogs to fetch or retrieve a thrown object on command.

All guide dogs are taught the commands "forward", "right" and "left". They are taught to stop at curbs and steps and wait for a command before proceeding. Your guide dog avoids obstacles by walking around them, leaving enough room for the two of you to proceed safely. If this is not possible, she has been taught to stop and wait for your command. A basic skill learned by the guide dog is to find a door and locate a doorknob or handle so you can open the door. Teams are also trained to use revolving doors and elevators. Your dog has been trained to avoid people in crowded places, just as she has been taught to avoid obstacles. All schools provide some training in urban areas as well as in areas without sidewalks.

Guide dogs are trained to work safely in traffic. They learn to stop at the approach of moving vehicles or to move around them, if possible. To make sure this essential skill has been mastered, the dog's safety in traffic is checked by having another trainer drive a car at the dog to test his reaction. During your training as a team, a similar traffic check is done to ensure your safety. During your period of training, other traffic checks will usually take place under natural conditions. This training extends to avoidance of bicycles, shopping carts, skateboards, etc.

Your dog has been trained to refuse to obey a forward command whenever she sees something potentially dangerous. Common examples are oncoming traffic, open manholes

or construction barriers. This refusal to obey a dangerous command is known as intelligent disobedience and is essential to the safety of the team.

Most schools require the signing of a contract before graduating. This contract defines the school's rights over the dog. Some schools grant full ownership, some give ownership after a specified probationary period, some give conditional ownership and some retain ownership of the dog. If this is an important issue for you, check the policies of those schools in which you are interested.

When you and your dog leave the school, you will have been given the basic equipment -- a collar, a leash and a harness with a U-shaped handle. You will also receive an identification card verifying the status of your dog as a guide. All the schools strongly recommend going straight home to permit your dog to settle in and get used to the new surroundings.

Graduation does not mean the end of your relationship with your school. You will be kept informed of what is happening through a newsletter sent out on a regular basis to all graduates. All schools provide some sort of after-care. It may be in the form of trouble shooting in response to your call for help or in the form of regular follow-ups on a periodic basis. Most problems can be, and are, handled over the telephone.

All guide dog schools have apprenticeship programs. These programs vary in length from two to three years. Apprentices work under the direction of experienced instructors.

Three guide dog schools are located in California where they are regulated by state law and are under the jurisdiction of a state board. California law mandates a 28-day residential requirement for first-time guide dog users, the licensing of instructors, health standards for the dogs and contractual obligations between the school and the guide dog user. To be licensed in California, an instructor must serve a three-year apprenticeship, pass a written and oral examination and, while blindfolded, be guided on a test route by a dog he or she has trained.

Hawaii residents obtain their dogs from Australia rather than the United States mainland. Hawaii has a 120-day quarantine period for all mainland dogs, including guide and other assistance dogs. During this time dogs are kept under surveillance and segregated from other animals and the public. Hawaii is a rabies-free environment, and it is feared that if a rabid animal got into the state, the disease would rapidly spread throughout the native wildlife. Although there has never been a report of a guide dog with rabies, Hawaiian authorities are unwilling to exempt guide dogs from the quarantine rule. As a result, those desiring partnership with a canine assistant are encouraged to obtain quarantine-exempt dogs from another rabies-free island, such as Australia.

The Honolulu based Eye of the Pacific Guide Dogs and Mobility Services Inc., a non profit organization working with the Royal Guide Dogs Associations of Australia in

Melbourne, provides guide dogs for Hawaii residents. In some cases students do their initial training in Australia and complete training in their home communities. In other cases Australian instructors bring dogs to Hawaii, and the entire training is done there. The Eye of the Pacific can be contacted at 747 Amana St. No. 407, Honolulu, Hawaii 96814; tel. and FAX 808-941-1088.

Several years ago 10 schools joined together to form the U.S. Council of Dog Guide Schools, which meets semi-annually. Its purpose is to foster better communication among programs. Recently, the Council has focused on issues of safety and access.

WHICH SCHOOL FOR YOU?

Part Two will describe in detail each of the guide dog schools operating in the U.S. and Canada. Here we shall discuss some of the things to look for when deciding on the right school for you.

Although all schools strive to increase your independence by providing you with a well trained canine partner, differences do exist among training programs. Schools vary in many ways. Some hold classes every month of the year, while others hold only three or four classes a year. Some recruit students nation wide, while others recruit from a limited geographic region. Some schools require you to train at their facility, while others train you at home. The waiting lists for some schools are longer than for others, so differences may exist in the length of time you would have to wait before actually enrolling and starting the course. We have included current data about waiting times, but these are subject to change. It is recommended you check with the schools of your choice for updated information.

You have to decide for yourself which of these factors are the most important for you in making your decision. The following are some of the questions you might think about in making your choice.

1. Do you want or need specialized training?

Some schools train for escalators, and some do not. Some offer subway training, and others do not. You may want a dog who can guide you while you pull a shopping cart or baby carriage, a dog who will work around livestock or a dog who can guide you on the right side. Some schools train for specific commands such as find, follow and fetch. It is advisable to check with the schools you are considering to determine if they provide the specific training you want and need.

2. Do you have a strong breed preference?

Some schools, such as Fidelco and Eye Dog, train only German Shepherd Dogs. The other schools train a variety of breeds. The vast majority of guide dogs are Labrador Retrievers. Although the final match is made by the instructional staff, if you have a strong school is pressuring you to make a decision, you may want to contact the other schools on your list to find out the status of your application before making a final decision. Partnership with a guide dog means entering a long-term relationship -- waiting an additional few months to go to the school you think would be best may well be worth it.

3. Can the school meet your specific personal needs?

Some schools are able to accommodate kosher or vegetarian dietary preferences. Some schools can accommodate those who want to attend religious services on a day other than Sunday. Several schools are providing the opportunity for students to attend support groups, such as Alcoholics or Overeaters Anonymous, etc. A few schools have bilingual staff members who can help students who are non-English speakers. Fondation Mira, located in Quebec, Canada, does its training in French.

4. Who is eligible for home training?

Fidelco, Upstate Guide Dog and Freedom Guide Dogs have no dormitory facilities and exclusively offer training in the home setting. Several residential programs offer the option of home training in selected cases.

Applying To a Guide Dog School

Applying to a guide dog school is as important for a blind person as applying to college is for a high school senior. You should look at the differences among the schools and select those best suited to your needs.

Applying to several schools is the best procedure to follow. Since there are no application fees and the application forms are relatively easy to fill out, there is no limit on the number of schools to which you can apply.

We suggest you rank the schools, based upon your priorities, and apply to as many as you like. Waiting lists vary from school to school, and from season to season, and you may find that you receive your first acceptance from a school low on your list. If this happens, you don't have to accept immediately. Most schools have an open period during which they will keep your application in the active file. Therefore, you may want to wait to hear from the rest. If a particular school is pressuring you to make a decision, then you may want to contact the other schools on your list to find out the status of your application before making a final decision. Partnership with a guide dog means entering a long-term relationship -- waiting an additional few months to go to the school you think would be best may well be worth it.

Some schools do a home interview, while others do not. Just as the school carefully looks at your application before making its decision to accept or reject you, you should be equally careful in selecting a school that can meet your needs. Assess your needs and communicate them by mail or phone to the school when you apply. Discuss such things as breed preference, dietary and medical needs, specific commands and specialized training in order to evaluate the school's flexibility and willingness to meet your needs.

Alternatives To a Guide Dog School

Some people don't like going away to school. Others who have been to a guide dog school don't want to do so again. Some mothers of dependent children may find it difficult, if not impossible, to leave home to go to a school. For others, being away from work, family or other commitments for three to four weeks is not feasible. Many of those who feel this way have chosen the option of home training. Others, however, have chosen the option of private training.

If you take the route of private training, you can hire someone to train a dog for you or train the dog yourself. In either case you will have to buy, or otherwise obtain, your own dog (which can cost several hundred dollars), have the dog neutered and buy the harness, leash and other necessary equipment. Professional dog trainers or former guide dog instructors usually charge several thousand dollars for their services. If you want to train your own dog, it is advisable for you to have experience in training dogs and have excellent orientation and mobility skills.

The major advantage of having a dog privately trained is that the dog can be trained exactly to your individual needs and desires. You can, if you wish, select the dog who will be trained for you, and of course you will own him. Furthermore, you can set the training times to fit into your schedule, and you do not have to go through the formalities of applying to and being accepted by a school or schools.

There are also disadvantages to having a dog privately trained. It is very difficult to locate a competent dog trainer willing to train guide dogs. You will be responsible for evaluating his or her credentials and drawing up a contract protecting you in case of failure to provide a well-trained and safe guide. Although your expenses are tax deductible, you have to pay for the dog and for the dog's training. In addition you may find a lack of support services and follow-up after the completion of training. When your dog is privately trained, you miss the interactive rehabilitation that comes from living and working with other blind people in the school setting.

Under the ADA, privately trained guide dogs have legal access rights. As a result, we may see more blind people selecting this option.

Additional Questions Frequently Asked

ABOUT THE SCHOOLS:

1. How many guide dog schools are there?

As of June, 1994 there were 14 fully operational guide dog schools in the United States and three in Canada.

2. Are there any guide dog schools not described in the book?

Several programs have been incorporated on a non profit basis, with the mission of providing trained guide dogs. However, we have only included those schools currently graduating guide dog teams.

3. What are my chances of being accepted when I apply to a school?

If you're in reasonably good health and have had some mobility training, most schools will accept you. Some programs are more selective than others. However, we have never heard of a person not being able to get into a school. If you are worried about being accepted, apply to several programs.

4. If I enter training, what are my chances of graduating with a guide dog?

You have a very high probability of completing the training. Occasionally, a student chooses not to complete training for a variety of reasons. The trainee may be unwilling to assume responsibility for a dog, may be uncomfortable with such dog-related behaviors as panting, shedding and drooling and may not have developed trust in the dog's ability to guide safely. In some rare cases the school may decide that someone in training is unsafe with a dog and ask that person to leave. When this happens, the individual is encouraged to reapply after obtaining additional orientation and mobility skills.

5. Are schools willing to train people with multiple disabilities?

All the schools can accommodate physical illnesses such as diabetes. In many cases, provision for dialysis during training can be made. Some will take people with hearing loss, amputations, developmental delays, severe arthritis and other physical disabilities. On the other hand, some schools discourage potential students with disabilities other than blindness.

6. Will I have any free time at the school?

You will have lots of free time. Although your dog will be with you 24 hours a day, she will not demand your full attention for most of that time. Training, lectures and other training-related activities actually take up only several hours a day. If you have a hobby such as craft work, knitting, etc., you will find ample time available to work at it. All schools have recreational equipment, games and musical instruments, and some have accessible computers.

7. Is the training physically exhausting?

There is a great deal of walking required, and if you are not used to it, you may find that you have some muscle aches and strains at first. However, this soon passes. We

recently interviewed several first-time guide dog users in their 80s who did not find the training physically stressful.

8. What can I do to make my training most productive?

Ask questions about anything and everything you want to know. If your dog does not seem to be well suited to you or well trained, discuss it with your instructor. If you don't receive satisfactory answers, speak with a supervisor or the executive director. Don't disregard seemingly minor problems during training because they can become major problems after training is completed.

If you attend a residential program, you may learn a great deal from the retrainees in your class. Collectively, they will have had many years of work with guide dogs and will probably be willing to share their experiences with you.

9. After the completion of training, will my dog and I be a perfect team?

Most instructors and experienced guide dog users agree it takes about one year before you and your dog are a truly coordinated team. Your dog must adapt to your lifestyle, and in turn you must adapt to living and working with a canine partner.

10. What if our partnership isn't working?

Your school will do whatever it can to maintain your working relationship with your dog. If you choose to return her, your school may place her back with the puppy raiser or, if possible, place her with another blind person.

11. Will my school help me when my dog retires?

Schools maintain a continuing interest in their graduated teams and will help with retirement plans. If you cannot keep your dog or find a home for him, your school will take him back and find a loving home.

12. Can I use my dog for begging?

All schools discourage begging with a guide dog, and some schools have reclaimed dogs when they were used for this purpose. Some schools having contracts list begging as a contractual violation and a basis for reclaiming the dog.

ABOUT THE DOG:

13. Is a guide dog for everyone?

Partnership with a guide dog entails responsibility, commitment and the expenditure

of time and money. Only a small percentage of blind Canadians and Americans have chosen to work with guide dogs. As committed guide dog users, we believe a much higher percentage would choose this mobility alternative if they were aware of the benefits of such a partnership. A well-matched team shares the independence provided by safe mobility, as well as the companionship provided by a loyal and devoted friend.

14. Should I get a male or a female guide dog?

In matching you and the dog, the school generally tries to find the animal best suited for you, regardless of gender. If you have a very strong preference for a male or for a female, make your wishes known, and most schools will try to take your feelings into consideration. Regardless of whether you get a male or a female, your dog will have been neutered (castration for the male, spaying for the female).

15. What if I don't like my dog's name?

The schools would prefer you not change your dog's name. Some names may seem strange or unsuitable when you first hear them, but most of us learn to love the names our dogs come with. If you absolutely can't live with the name, you can change it. To avoid confusing your dog, it is advisable the new name be as similar as possible to the original name.

16. Do guide dogs need special food?

Your training program has been feeding your dog a high-quality dog food. After graduation, you may choose to continue using this brand, or you may switch to another high-quality brand. Whatever your decision, stick to a good, balanced dog food. **You should avoid generic foods**, such as no-name brands or store brands because they usually lack adequate nutrition. When changing from one dog food to another, nutritionists suggest mixing the two foods together at first. Gradually decrease the amount of the old food and increase the amount of the new food over a two-week period until the switch is completed.

17. What will I be taught about caring for my dog?

Your training program should teach you how to groom and bathe your dog, clean ears and teeth, care for nails, administer medication and pick up feces. This last chore is not as unpleasant as you might think. Like all dog owners, we owe it to the public to keep the roads and sidewalks clean.

Like all pet owners, keeping your guide free of fleas will be a perennial battle. Dozens of products are available, some natural and some chemically based, designed to keep your house, your lawn and your dog flea-free. We highly recommend Flea Busters, a company using a natural salt compound which is placed in your carpets to

protect your house and guide from these pesky parasites. Currently, corporately owned branches of Flea Busters will treat guide dog user's homes at no cost. They can be reached at 800-759-Flea (3532).

18. Where do I get advice on veterinary care?

Many programs require an annual veterinary report. Even if your school does not have such a requirement, regular vet check-ups are essential to the maintenance of your partner's good health. If you need advice on selecting a good veterinarian, ask your school, other guide dog users or pet owners in your area. Once you have a list of names, interview each vet to determine who can best meet your dog's needs. A further consideration is choosing someone with whom you feel comfortable.

Vet care can be an expensive proposition. Some schools offer monetary help with vet bills, and some offer free care if you can bring your dog to their on-site veterinary clinic. The veterinary medical associations of Canada and the states of Kansas and Missouri have adopted policies recommending to their members the provision of reduced-cost care for guide dogs. Fee policies vary from vet to vet. Some offer no discount, some provide a percentage reduction, some provide at-cost care and many have never thought about a reduced fee policy. Fee policies should be negotiated with your vet during the interviewing process.

19. Can I get health insurance for my guide dog?

Two companies currently offer health insurance policies for dogs and cats. They have developed catastrophic injury and illness policies that do not cover routine vet costs. Pre-existing and congenital conditions are excluded from coverage. Like most major medical insurance policies, pet insurance policies have a deductible, an upper limit on coverage, and some have co-pay features. Since premiums and features change, we suggest you contact these companies and explore the differences.

American Pet Care Association is part of an international corporation and can be contacted at 1-800-538-PETS or 1-800-538-7387.

Veterinary Pet Insurance can be reached at 1-800-USA-PETS (872-7387). Guide dog users get a 10% discount. Policies are currently available in 39 states.

20. Can I get financial help when faced with high veterinary bills?

Financial aid with vet bills is provided by some guide dog schools. The State of California and several Canadian provinces allocate funds for guide dog users receiving governmental aid. The Province of Quebec provides an allowance for all resident guide dog users without a means test.

21. Can other people feed or take my dog out?

Part of the bonding process between you and your dog is through your feeding and taking care of him. Remember, dogs are pack animals, and it is your job to be the pack leader who provides food and comfort. However, it is a good idea to have at least one other person from whom your dog will accept food in case of an emergency. The same principle holds for taking your dog out for relief.

One of the most common problems reported by guide dog users is the desire of strangers to feed their dogs. Although it may seem harmless to allow your dog to have an occasional tidbit in public, it can lead to disruptive behavior, such as begging, stealing or scavenging.

22. Where will my dog sleep?

Your dog has been trained to sleep next to your bed. If you don't have carpets, you may want to purchase a dog mat or a dog bed. Your dog should have a designated place to sleep where she is safe from household activities, such as children and other pets. Although the schools discourage it, some people prefer their dogs sleep in bed with them.

23. Will my dog need toys?

Most dogs enjoy playing with toys. Playing with your dog relaxes both of you and enhances the bonding process. A variety of toys are marketed for dogs, and your dog will probably have his favorites. Make sure that any non-digestible toy you get your dog is too large to be swallowed.

All dogs need and love to chew. Your dog should have been taught not to chew your shoes, chair legs or other household items, and you should provide safe and appropriate objects for your dog to chew. Nylabones and heavy solid rubber balls and chew toys are all safe and enjoyable objects for your dog. Although dogs enjoy chewing bones, avoid poultry and other animal bones because they can splinter and perforate the intestines.

24. How much exercise does my dog need?

Both you and your dog will benefit from healthy walks. Some Canadian programs emphasize the benefit of exercise for dogs and encourage their graduates to find a safe place so dogs can run off-leash. American programs, however, discourage this practice and recommend running dogs only in fenced-in areas. If you are not in a position to exercise your dog outdoors, an indoor game of fetch will suffice.

25. How often do I have to take my dog out for relief?

In order to maintain your dog's housebreaking, he should be taken out for relief on a regular basis, preferably four or more times a day. You can establish a schedule to fit your personal needs.

26. What can I do if my dog is ill after we complete training?

No school should knowingly issue a dog with a chronic medical problem. A veterinarian usually gives a final physical examination before graduation to confirm your dog's good health. If your dog has a known physical problem requiring veterinary attention, insist the school bear the expense of follow-up treatment. If a pre-existing but previously undetected medical problem is diagnosed shortly after graduation, insist your school pay the veterinary expenses.

27. Can my dog be left home alone?

Although your dog will be with you most of the time, there may be times you wish to go out without him or to places you believe are unsafe for him. It may take some training and practice to help him feel comfortable when you go out without him. You might leave a radio on so he hears the sound of a human voice. Some dogs bark or become destructive when left alone, and you may have to consult your school if you have a serious problem.

28. Can I teach my dog additional commands?

Many people teach their guide dogs specific "find" commands, such as find the counter, find the door, find the elevator, find the seat, etc. Other useful commands are "inside", "outside", "upstairs" and "downstairs." A command we have found very useful in our travels through unfamiliar places such as airports and train stations is "follow". At this command, the dog follows the sighted person who is showing you the way. Dogs are bright and trainable, and you can teach your dog new behaviors that will make your life easier.

29. Can I teach my dog tricks?

If you have the time and patience, teaching your dog tricks, such as shaking hands, praying, rolling over or hugging can be fun. The process of teaching your dog tricks and the pleasure she will take in performing them will strengthen the bond between the two of you.

30. Can I enter my dog in dog shows?

Even though everyone agrees that your dog is absolutely gorgeous, you cannot enter

him in American Kennel Club (AKC) shows. Your dog has been neutered, and this automatically disqualifies him from being shown in the conformation ring.

AKC obedience trials, however, are open to neutered dogs. Although your dog has received basic obedience training before being teamed with you, AKC competition requires greater precision and adherence to standardized exercises. The AKC has made necessary accommodations allowing blind people to successfully compete in this sport. Our dogs Ivy and Kirby were the first guide dogs handled by their blind partners to achieve an intermediate obedience title.

31. What if my dog is a barker?

Guide dogs are trained not to bark and are corrected if they do. If you reinforce the no-barking rule, she probably won't bark. The period just after you complete training is a testing period for both you and your dog.

32. How will my dog respond to noise?

Many dogs are frightened by particular noises such as firecrackers, gunshots, thunder or sirens. One basis of selecting dogs to be trained as guides is tolerance of a variety of sounds. However, some dogs may become sensitive to noise later in their working lives. In general this does not interfere with their guiding. No guide dog should be distracted by the sounds of normal traffic.

33. Will my dog be distracted by other animals?

During your dog's training, he was taught to ignore the distraction of other animals while working. However, a cat or squirrel streaking across his path or a low-flying bird may trigger his chase instinct. If chasing becomes a problem, you should seek the advice and help of your school. A more common problem is unleashed dogs wanting to play or fight with your dog. These dog-related situations can be frightening as well as dangerous, and you may ultimately have to turn to legal remedies.

34. Will my guide dog protect me from attackers?

She is neither trained as, nor intended to be, a guard dog, but her presence provides a certain amount of protection. Very few people will choose to find out whether your guide dog will protect you if you are threatened.

35. How will my dog get along with my pets?

Guide dogs tend to get along with other pets in the family, although sometimes family pets may have some difficulty adjusting to the guide dog. Guide dogs are reared in settings with other animals so they are used to them and are trained not to chase cats

or other small animals. If your pet has adjustment problems, your school will give advice on how to deal with them.

36. How will my dog fit in at my job?

The odds are you'll find your dog becomes the most popular member of the staff. You may need to educate some of your co-workers about the role of a guide dog and the negative impact of feeding and/or distracting him. He will be comfortable lying under your desk or work bench.

The presence of your dog may create some friction at your work place. People who are afraid of dogs or who have allergies may object to working near your dog. If you cannot resolve difficulties on your own, you may need to seek the assistance of a supervisor or union representative. By federal and state law, you have the right to be accompanied by your guide dog on the job.

37. What if I get sick and cannot care for my dog?

If you are ill you will need somebody, a friend or family member, to feed your dog and take her out. Aside from that, your dog will lie around and wait for you to get well.

In a medical emergency you may have to be separated from your dog. Although none of us likes to think about this possibility, pre-planning for such an event could avoid stress and anxiety. Some hospitals allow guide dogs to remain with their hospitalized partners. If the hospital does not, you should have a designated caretaker for your dog. This might be a friend, relative, boarding kennel, veterinary clinic or a volunteer from a nearby animal shelter. Some schools can arrange to board your dog and, if you are in close contact with your dog's puppy raisers, boarding with them is another possibility. In an emergency where you are unconscious, having the name of your designated caretaker in your wallet is essential.

ABOUT TRAVEL:

38. Will I have problems taking my dog everywhere with me?

The law says he is permitted into all places of public accommodation, but, occasionally restaurant managers, taxi drivers, flight attendants or others may attempt to deny the two of you access. You have to work out your own technique for dealing with these problems. Such denial is, of course, illegal. Often it may be based upon ignorance of the law. For example, restaurant or food store owners may not realize guide dogs are exempt from health department regulations forbidding animals in public places selling food.

39. What happens if my dog and I are denied access?

All Canadian provinces and all 50 states have laws protecting the access rights of guide dog users. The ADA is federal legislation further guaranteeing these rights. Your school should provide you with a copy of your state or provincial law.

If you have difficulty getting into a restaurant, hotel, taxi or any other place of public accommodation with your dog, the first step is to carefully and politely explain the law. If the access denial persists, call on the police or other legal authorities. Most states and provinces levy fines against those who refuse to obey the guide dog user access laws.

40. Can I travel to any country with my dog?

You can travel throughout Canada, many European countries and any part of the United States except Hawaii, which has a 120-day quarantine. Many countries, especially islands, such as the United Kingdom, Australia, New Zealand, Hong Kong, Jamaica and many other Caribbean islands, have quarantine restrictions. Before traveling to a foreign country, check with the consulate or embassy of that country.

41. Do dogs partnered with deaf or physically disabled people have access rights?

Hearing and service dogs have the same access rights as guide dogs under the ADA. Hearing dogs alert their deaf partners to sounds in the environment such as telephones, door bells, smoke alarms, car horns, sirens and the partner's name being called. Service dogs assist their partners by retrieving out-of-reach objects, turning light switches on and off, pushing elevator buttons and opening doors. A service dog may pull a wheelchair or act as a support or brace for a partner with limited mobility. All assistance dogs, be they guide, hearing or service, should be respected for the independence they provide for their disabled partners.

42. Are there organized groups of guide dog users I can join?

Both the National Federation of the Blind (NFB) and the American Council of the Blind (ACB) have special-interest guide dog user groups which meet as part of the annual meetings of these organizations. The NFB National Association of Guide Dog Users Publishes a semi-annual newsletter, Harness Up, which can be obtained by writing to the editor, Bill Isaacs, PO Box 332, Bourbonnais, IL 60914. The ACB Guide Dog Users Incorporated publishes a quarterly newsletter, Pawtracks, which can be obtained from the editor, Kim Charlson, 57 Grandview Ave., Watertown, MA 02172. Both publications are distributed on cassette and there is a minimal subscription fee.

The International Association of Assistance Dog Partners is a coalition of people with

disabilities working with guide, hearing or service dogs. The newsletter can be obtained from Joan Froling, PO Box 1326, Sterling Heights, MI 48311.

43. Should I throw away my long cane now that I have a guide dog?

It is always a good idea to maintain cane mobility skills. Sometimes your dog may be unable to work or there may be places you want to go without her.

PART TWO

Copy 12/18

INTRODUCTION TO SCHOOLS

In order to compile information for this section, an extensive questionnaire was sent to each of the 17 programs (see Appendix B). After the initial mailing in July, 1993, several additional contacts were made with the schools to update and expand material.

Descriptions of the schools vary in length and detail depending upon the amount of information provided. Several programs chose not to furnish data they considered sensitive and confidential. In the descriptions we have noted those areas where facts were withheld.

No attempt was made to evaluate the positive and negative features of each program. We have endeavored to develop a profile of each school to assist you in selecting those best suited to meet your needs. You need to be an informed consumer. Phone or write the directors of training of those schools of interest to you with questions concerning your specific needs. If possible, visit or speak with graduates of programs you are considering. To make the best choice possible, it is worth investing your time and energy.

We have computed the "average cost per team" for each program by dividing the total annual operating budget in a given year by the number of teams graduated in that year.

A NOTE ON TERMINOLOGY

Guide dog is used as the term for all dogs trained to help blind people get about safely, quickly, and comfortably. It is not meant to refer to dogs graduated from any specific school or schools. Since more than half the existing programs have the term guide dog or guide dogs in their incorporated names, this term has a generic rather than a trademark quality.

Sometimes we will talk about a guide dog as **he** and sometimes as **she**. We are doing so to emphasize two facts: both males and females are used in guide work and a guide dog is too personal to be referred to as **it**.

Team refers to the dog and blind person as a unit.

Successor is used rather than "replacement dog" because each new dog we are trained with is unique. The guiding function may be replaced, but the personality, love and particular bond between us and our dogs is never replaced.

Solo walk	refers to the team's ability to work together without close supervision.
Country walk	refers to the dog's ability to guide in areas without curbs and sidewalks.
Night walk	refers to the dog's ability to guide when there is no sunlight.
Follow	refers to the dog's ability to follow a designated person through unfamiliar areas such as airports, railroad stations, restaurants, etc.
Traffic check	refers to the dog's ability to stop or swerve out of the way of on-coming traffic while crossing a street. In controlled traffic checks, staff members drive cars toward the dog in training or the team, while under natural conditions these checks occur as the team works in everyday traffic.
Leash relieving	refers to the dog's training to defecate and urinate while wearing the leash and under the control of the handler.

CANADIAN GUIDE DOGS FOR THE BLIND

Canadian Guide Dogs for the Blind (CGDB) is located on the outskirts of Ottawa in the Province of Ontario. The mailing address is P. O. Box 280, 4120 Rideau Valley Drive North, Manotick, Ontario, Canada K4M 1A3; tel. 613-692-7777, FAX 613-692-0650.

CGDB was founded in 1984 by Bill Thornton, a former guide dog instructor, and his wife Jane, a former orientation and mobility instructor in the United Kingdom. Initially, the training center was based at the Thorntons' home. Through an intensive capital fund raising campaign, property was purchased, and the purpose-built training centre was completed by 1987.

In 1993, 38 teams were graduated. With an annual budget of \$930,000, the average cost per team was \$24,500. As of December 31, 1993 CGDB had 171 active working teams.

In 1992 five classes were held, graduating 35 teams. With an operating budget of \$926,000, the cost per team was \$26,500. Everyone beginning training graduated, and no dogs were changed during the course of training. No students received home training.

Of the 26 dogs graduated in 1991, three were returned within one year of graduation. One had medical problems, and the other two were returned within one month of graduation because of personal problems faced by their blind partners. Both dogs are now successfully working with other blind people.

CGDB maintains a breeding program for Labrador Retrievers, Golden Retrievers and German Shepherd Dogs. Seventy-five percent of dogs trained come from the breeding program, while the remaining 25% are purchased or donated. Goldens and Labs represent the vast majority of dogs trained, with each of these two breeds providing 45% of the dogs in training. The remaining 10% are German Shepherd Dogs, Border Collies or Lab-Golden crosses. Bred dogs have a graduation rate of 52%, compared with a 49% rate for those donated and purchased.

Puppy raisers generally live within a one-two hour drive from the school and foster puppies for one year. CGDB pays all veterinary costs, and Ralston Purina Canada donates puppy food. From the time puppies are placed in foster homes at the age of six-eight weeks, they and their raisers are visited monthly by a CGDB puppy raising supervisor. They are observed in a variety of settings and under a variety of conditions.

In order to qualify for puppy raising, an adult must be at home during the day, the environment must be safe, secure and welcoming for the puppy, and the family or individual must be willing to socialize and familiarize the puppy with a variety of environments. To equip volunteers for their work as effective puppy raisers, they are given a puppy raising manual and encouraged to attend local dog obedience classes, as well as obedience classes

held at the school during the summer months. They are invited to participate in an annual seminar dealing with theories of puppy raising.

Canadian residents over the age of 16 are eligible to apply for a CGDB dog. Application information is available in large print, braille and cassette. In addition to name and address, questions are asked about telephone numbers at home and work, health insurance, date of birth, blindness, mobility with a cane and a guide dog. Information is sought about prior guide dog partnerships, current applications to other schools and previous applications to CGDB. The applicant agrees to undergo a medical examination and allow the results to be forwarded to headquarters. A release of information must be signed. The names, addresses and contact numbers for the agency providing services, social worker, mobility officer, physician and ophthalmologist are requested. Applicants are responsible for any costs incurred in obtaining these forms.

Applicants are interviewed in their homes by a guide dog instructor. This interview, which frequently lasts half a working day, includes a walk through the neighborhood. Family members are welcome to be part of this meeting. The purpose of the interview is two-fold. First, the applicant is educated about the CGDB program and guide dogs in general. Second, information is obtained about the personal needs, lifestyle and health conditions of the applicant, with the goal of providing the best possible match. The opportunity is taken to assess the potential student's orientation and mobility skills. Applications are accepted from those with disabilities in addition to blindness. CGDB graduates include a person who is deaf and a person with mild cerebral palsy.

Round trip transportation costs are assumed by the program. CGDB has an acceptance rate of 91.5%. The major reason for non-acceptance is too much usable vision.

Within 10 days of completion of the application process, individuals are notified of their acceptance. First-time trainees may have to wait nine-twelve months before the start of training. CGDB graduates in need of successor dogs are scheduled in the next available class.

Usually, dogs enter a five-eight month training course at 14 months of age. The dogs' training includes work on subways, trains and buses, going through revolving doors, guiding on urban, suburban and country walks and at night. Dogs learn to follow and find an empty seat. Although escalator use is discouraged, if an applicant's environment requires their use, training will be provided. Traffic checks are done by staff and under natural conditions.

CGDB employs six instructors and three apprentices. Each trainer works with a maximum of six dogs. When a job opening occurs, applicants are selected from a large reservoir of unsolicited resumes. Likely candidates are invited to attend a two-three day assessment period, during which the applicant participates in a wide range of CGDB functions, including dog handling, kennel work, time spent under blindfold and, when

possible, general interaction with students. An emphasis is placed on good interpersonal skills. Although apprentices are required to have a high school diploma, many recent candidates have had college degrees. An additional requirement is a driver's license. Because an instructor must be able to relate to a wide range of people, most apprentices at CGDB have had a variety of life experiences. Instructors are required to attend first-aid classes and to participate in regular seminars given by the Canadian National Institute for the Blind, the Canadian Diabetic Association and various dog psychology/learning professionals.

Although a veterinarian is not on staff, a veterinary technician is manager of canine health. Currently, there are no blind employees on staff, but graduates serve on the Board of Directors and the Advisory Board.

A maximum of eight students work with two trainers for a 25-day training period. Frequently, an apprentice will assist the two class instructors. Depending on the results of the application assessment and progress in class, retrainees, graduates of CGDB or other programs, may train for 21-25 days.

Students arrive on a Monday and meet their canine partners on Wednesday. Based upon the in-home assessment, some dogs have been trained to meet special student needs. Basic criteria used in the matching process include compatibility of the team in terms of physical size and gait, temperament, lifestyle and the environment in which the team will live and work.

Students wake up at 6:30 A.M. in order to take care of personal and dog related needs. Breakfast is served at 7:45. While one group leaves at 8:45 to work in the community, members of the other group do obedience, groom and feed their dogs. At 10:15, the second group leaves the center for community training. The first group returns at 10:45 and does obedience and grooming from 11:15 on. At 12:30 P.M. the second group returns to headquarters. Lunch is served at 12:45. At 1:45 the first group does its afternoon community work. At 3:00 group two leaves for community training, and group one returns at 3:30 when they groom, feed and do obedience with their dogs. Group two returns at 5:30,

and the evening meal is served at 6:00. On Saturdays and Sunday mornings, the whole class works as a single group in the community. Sunday afternoons are non-work times.

Six lectures are given during the training course and supplement theoretical discussions preceding each working session. Dogs are fed twice a day, either immediately before or after each group's work in the community. Dogs are taken out for relief first thing in the morning, after each feeding, before and after every walk and last thing at night. Dogs may be taken out for additional relief times, if the student believes it necessary. Students are taught how to pick up after their dogs and are required to do so during the last week of class.

Dormitory rooms are singles, with washroom facilities shared between two rooms.

Each room is equipped with a phone jack and a clock radio. In addition public pay phones are available for student use. Students are encouraged to bring whatever leisure hobbies they enjoy, such as musical instruments, computer equipment, crafts, etc. The school has a television, cassette player, talking books, Perkins braille and a variety of games. Several times during the training course, instructors will take the class out for the evening. Depending on student interest, they may go to a movie, a pub, a bowling alley, etc.

The training center is a smoke-free facility. Students and staff can smoke on a patio outside the student lounge. No formal dormitory rules exist other than to respect one another's needs and not to jeopardize the training process.

Visitors are permitted at any reasonable time outside of class working hours. Trainees are permitted to leave the campus with family or friends or they can take a taxi. Leaving the facility during the first week of class is discouraged, due to the importance of bonding with the dog. After that, students may leave with the permission of the instructor. Although dogs may accompany their partners, they cannot be worked until the team graduates. Arrangements can be made for students needing to attend support groups, but they are responsible for their own transportation.

During training, the team is continuously evaluated by the class instructors. The team is observed as it progresses from simple routes under close supervision to complex routes with little need for supervision. If, by the end of the class, the team has developed a relationship in which the dog is responsive to the student, can maintain concentration on the work and the team can complete the routes safely and with minimal staff supervision, then they are ready to graduate.

On the last weekend of class, an afternoon tea is held, where puppy raisers and students mingle and exchange stories about their canine connections. A formal graduation is not held, but the staff and students gather for a celebration on the last day of class.

A guide dog user's contract must be signed and witnessed, declaring the student is able to undertake the training, absolving CGDB from any liability for injury or loss suffered during training or after graduation and agreeing to abide by the terms of the graduation agreement. The graduation agreement stipulates that the dog and all equipment are lent to the graduate. The graduate agrees to notify CGDB immediately upon a change of address or the death or disability of the dog. The graduate agrees to give access to the dog to CGDB at any reasonable time, not to lend or dispose of the dog without the written consent of the organization, not to lend the dog to another blind person, use the dog while guiding another blind person or solicit alms or use the dog while under the influence of alcohol or drugs. The school has the right of repossession if the dog is not being used properly, is being mistreated or any of the provisions listed above is violated. In the case of the graduate's death or disability, the school retains the right to reclaim the dog. The dog may not be used for fund raising or advertising without CGDB's permission. No public demonstration of the work of the dog may be given without written permission. The

graduate is responsible for any damage done by the dog. The contract further stipulates that graduates will wear clothing visible to drivers and accept the help of the sighted public in crossing heavily trafficked roads. Dogs must be taken to a veterinarian whenever necessary, with a minimum of two visits a year. Medical reports must be sent to the school, and the graduate is responsible for veterinary expenses.

For the first six months after completion of training, a progress report asking questions about working characteristics, social behavior and health of the dog must be filled out every month. Within the first week after returning home, an instructor visits each graduate for a minimum of two days to familiarize the team with routes and routines. A second visit is made within six months to monitor and correct any problems in work or social behavior. Subsequently, annual after-care visits are made. In addition, if problems arise between scheduled visits, an instructor will be sent anywhere in Canada to help solve the problem or, in rare cases, the team may be brought back to headquarters for a refresher course.

Upon completion of training, a packet of information is distributed to graduates in large print, braille or cassette. Graduates can keep in touch with activities at CGDB through the semi-annual newsletter, available in standard print or on cassette. Graduates desiring to participate in fund raising activities are welcome to do so.

Although veterinary costs are not usually paid by CGDB, in unusual cases financial help will be offered. Each graduate receives a copy of the policy statement approved by the Canadian Veterinary Medical Association calling on member veterinarians to provide reduced cost or at-cost medical services to guide dog users. Most Canadian provinces distribute an annual guide dog maintenance allowance to help defray food and veterinary costs.

CANINE VISION CANADA

Canine Vision Canada is located in a suburb of Toronto. The mailing address is PO Box 907, 152 Wilson St., Oakville, Ontario, Canada L6K 3H2; tel. 416-842-7061.

After numerous assurances of cooperation in response to our repeated phone calls and letters, representatives of this school have not provided any information about their program.

Handwritten text, mostly illegible due to blurring. Appears to be a list or notes at the top of the page.

FONDATION MIRA, INC.

La Fondation Mira, Inc. (Mira) is located in a suburb of Montreal. The mailing address is 1820, Rang Nord-Ouest, Sainte-Madeleine QC, Canada J0H 1S0; tel. 514-875-6668, FAX 514-795-3789.

Founded in 1981 by Eric St.-Pierre, Mira was a program initially catering to French-speaking Canadians. Before its establishment, French speakers had to deal with the stress of training with a guide dog in English, a language foreign to them. In recent years Mira has expanded the scope of its services. Training is now bilingual to include English-speaking residents of eastern Canada, and Mira now trains service dogs for physically disabled people, as well as guide dogs for blind people.

In 1993 Mira graduated 43 guide and 22 service dogs. With a budget of \$800,000, the average cost per team was approximately \$12,500. As of December 31, 1993, Mira had 145 active guide and 27 service dog teams.

In 1992, 33 guides and five service dogs were graduated. With an annual operating budget of \$700,000, the average cost per team was \$18,500. Six classes were held in 1992, with everyone who started training completing the course. One dog was changed during training for behavioral reasons.

In 1991, 35 teams were graduated. Two dogs were returned within one year of graduation for medical reasons.

Almost all dogs trained at Mira are from their breeding program, which includes Labrador Retrievers, Bernese Mountain Dogs and crosses of these two breeds. The majority of dogs trained are Labradors, and approximately 60% of dogs bred graduate as guides.

Puppies are placed in foster homes at eight weeks of age. Mira assumes the cost of food and veterinary care for the 10 months puppies stay with their raisers. In order to become a Mira puppy raiser, the volunteer must not work outside the home and must commit to not leaving the puppy alone for more than a four-hour stretch. Raisers are supervised by a staff member through phone contact and personal visits. For additional support each raiser receives a puppy training manual.

Mira accepts blind applicants from Canada and has a graduate from France. Extremely poor orientation and mobility skills are the only reasons for not accepting an applicant, and, therefore, almost all who apply are accepted. Age is not a factor. Mira's youngest graduate was 12 years old. In fact, Mira reserves a summer class for middle and high school students. At the other end of the age spectrum, at least one class a year is set aside for senior citizens.

A home interview, conducted by a trainer and an orientation and mobility specialist, is part of the intake process. People with disabilities in addition to blindness are welcome to apply. Mira has graduated individuals who are deaf and others who use wheelchairs.

The application is available only in standard print. Other literature about the school is available on cassette, as well as print.

The application asks for name, address, telephone number, birth date, height, weight, marital status and information about children. Questions are asked about the environment, including suburban, urban or rural conditions, and a description of the applicant's housing accommodations is sought. Applicants are asked why they want a guide dog, how they heard about Mira and to describe previous guide dog use, if any. Information is sought about employment, health conditions and orientation and mobility training. A release of information is included in the application package. The applicant's doctor is sent a form asking for details of current health status. Those previously partnered with a Mira dog do not have to furnish orientation and mobility reports, medical or vision assessments.

As part of the application process, applicants sign a contract agreeing to hand over to Mira the dog and all equipment if they violate any of its clauses. They agree to furnish all information requested by Mira, to go through a classification evaluation and to attend a pre-training class, if deemed necessary by Mira staff. Furthermore, applicants agree to attend the class selected for them and, if that is not possible, notify Mira of inability to attend at least three months before the commencement of class. The applicant also agrees to attend class for the 26-day training period and abide by Mira's rules. These include respect for fellow students, permission for representatives of Mira to visit the team after graduation, commitment to work the dog in a manner and area recommended by Mira and notification of any problems with the working or health of the guide. It is recognized the dog is the property of Mira. Graduates agree to participate in whatever fund raising or public relations activities Mira requests and to help students in future classes, if asked. The graduate becomes a member of Fondation Mira.

It usually takes about three months from receipt of completed application to the commencement of training, depending on the orientation and mobility evaluation and the class scheduling. No distinction is made between first-time applicants and retrainees. Applicants must assume the costs of transportation to and from the school, but Mira assumes all other costs.

Dogs begin their five-six month training course at the age of one year. Their training includes riding on buses, trains, subways and escalators, going through revolving doors, retrieving, following and finding empty seats. They learn to guide at night and on urban, suburban and country walks. Dogs receive traffic checks by trainers and under natural conditions. Where applicants express special needs not contained in the standard curriculum, dogs can be given additional training to meet these specific needs.

Mira employs a Director of Training, two trainers who do follow-up and after-care, five class trainers and three apprentices in the guide dog program. Each trainer works with a string of eight dogs. When hiring apprentices, Mira looks for experience with blind people and in animal training. Advertising to fill vacancies is not necessary because Mira has a backlog of resumes on file. A staff veterinarian spends three days a week at the school. Three graduates are employed as fund raisers, and another graduate is a member of the Administrative Council.

Two trainers and an orientation and mobility specialist work with a maximum of eight students in a class. First-time students spend 26 days in training, while retrainees may spend less time, depending upon the evaluation of their skills. Graduates of other programs may be given retrainee status based upon an individual evaluation conducted by the Mira staff.

Students arrive at Mira on Monday morning and are united with their canine partners on Wednesday. Major criteria used in matching the team are the temperament of dog and student, walking speed and the environment in which the team will live and work.

Students wake up at 7:30 A.M., and breakfast is served at 8:00. At 8:30 students are taken to work in the community. Lunch is served at noon, followed by community training beginning at 1:00 P.M. Immediately after completion of class at 5:00 P.M., the evening meal is served. Lectures and discussion of next-day activities begin at 7:00. From 8:00 to bedtime students have free time. No information was provided about grooming, obedience or dog feeding times. Dogs are trained to relieve off-curb in the road, and students are taught to pick up after them. In follow-up visits graduates are required to pick up after their dogs.

Single room accommodations are provided. Students are expected to bring their own leisure time and recreational material. A television set and audio sound system are available in the lounge. In the summer volunteers drive students to a nearby public swimming pool. A central telephone is available for student use after 5:30 P.M.

Visitors are not permitted during weekdays and during the first weekend of class. After that they are welcome on Saturdays from 1:30-9:00 P.M. and on Sundays from 9:00 A.M.-9:00 P.M. On the third weekend students can accompany their visitors off the grounds, but information was not provided about whether dogs could accompany their partners on these excursions.

A student's readiness to graduate is determined by the team's performance in a test situation. During the last week of class, the team is dropped off in a given place and required to make its way back to a specified location.

A formal graduation is held, during which the student receives a diploma. Puppy raisers have the opportunity to meet the blind people partnered with their former charges. Everyone enjoys exchanging stories about their mutual canine interests.

Immediately after the team returns home, a trainer makes an after-care visit.

Subsequently, after-care visits are made at the request of the graduate. On rare occasions a team is brought back to the school for a refresher course when a problem cannot be solved by phone or with a home visit. Mira does not have a toll-free number, but graduates can reverse charges when calling the school. Although Mira does not help defray veterinary care expenses, graduates living in the province of Quebec receive an annual veterinary and maintenance allowance of \$550.

Graduates interested in helping with fund raising efforts are invited to do presentations at various events. Mira recently initiated a French newsletter available in print and on cassette.

EYE DOG FOUNDATION OF ARIZONA

Eye Dog Foundation of Arizona (Eye Dog), founded in 1938, was originally located in California. In 1989 the training center was moved to Phoenix. Its mailing address is 8252 South 15 Avenue, Phoenix, AZ 85041; tel. 602-276-0051. The administrative office is located at 512 North Larchmont Boulevard, Los Angeles, CA 90004.

Information was withheld about the operating budgets for 1992 and 1993, number of teams graduated in 1992 and 1993 and number of active teams as of December 31, 1993. In addition information for 1992 was not provided about the number of students who did not complete training and why, number of dogs changed during the course of training, number of classes held and number of teams receiving home training. For 1991 the information not provided included number of teams graduated and number of dogs returned within one year after graduation and why.

German Shepherd Dogs are the only breed trained by Eye Dog. Fifty percent of the dogs come from their breeding program, 15% are donated, 15% are purchased and 20% are rescued. Sixty-five percent of their own dogs graduate as guides, while the comparable figures for donated, purchased and rescued dogs are 50%, 90% and 40%, respectively.

Puppy raisers can be teenagers, adults or retirees, as long as they have a commitment to put in the time necessary for properly socializing the puppies. It is preferred they live within driving distance of the school so they can attend bi-monthly obedience classes conducted by the training staff. A puppy raising manual is given to each family accepting responsibility for the rearing of pups from two months of age until they return to the school 10-12 months later. Puppy raisers assume the cost of dog food and routine veterinary care. Eye Dog will assume the cost for excessive vet bills. No provision is made for graduates and puppy raisers to meet.

Applicants over the age of 18 are accepted from anywhere in the world. Therefore, a home interview is not a requirement. Transportation costs to and from the school are the responsibility of the applicant.

Minimal information was provided about the application process. Questions not answered were: availability of the application in large print, braille or on cassette; percent of applicants accepted for training; reasons for not accepting applicants; acceptance of persons with disabilities in addition to blindness; length of time between completion of application and acceptance for training for new students and retrainees, and length of time between completion of application and start of training for new students and retrainees. No application was shared with the authors.

Dogs are trained for four-eight months to find empty seats, follow, go through revolving doors and ride on escalators and buses. They are trained to work at night and

guide on country roads. Traffic checks are done by the training staff, as well as under natural conditions.

The training staff consists of two instructors, who work with the 20 dogs in various stages of training. When future training staff is recruited, emphasis will be placed on experience with dogs, knowledge of orientation and mobility techniques and a desire to work in this field without high salary expectations. Trainers are not required to take continuing education courses.

Students getting a guide dog for the first time are required to stay for 25 days. Retrainees must stay a minimum of 14 days, but, based on individual assessment, may be asked to stay longer.

Class size is limited to six students. Students arrive on Sunday and, again based on individual assessment, meet their canine partners on Monday, Tuesday or Wednesday. Matching is based on students' dog handling ability, size, stamina, walking speed, occupation, personality of both dog and student, and the environment in which the dog will live and work.

The students' day begins at 6:00 A.M. Dogs are taken out for relief at 7:00 and breakfast is served at 8:00. Work in the community is from 9:30-11:30. Lunch is served at 12:30, followed by an afternoon training session in the community. The evening meal begins at 5:30, followed by lectures from 6:30-7:30. Students are taught, but are not required, to pick up after their dogs.

Rooms at Eye Dog are double occupancy, and dormitory rules prohibit smoking and alcohol. Each room has a radio, and a public telephone is available for student use. Visitors are welcome on Sundays and evenings when there are no lectures. During the first week of training, students are not permitted off-campus. After that, they are permitted to leave the campus, but their canine partners must remain behind. Accommodations are made for attendance at support groups.

Recreational facilities are limited. There is a television, some games, a limited supply of braille and talking book material and a swimming pool.

As a result of the small class size, requests for special training can be met. Teams are considered to have mastered the training program when they are safe and can travel routes independently without help from the trainers. There is no graduation ceremony at Eye Dog Foundation.

Upon completion of training, graduates are granted ownership of their canine partners. There is no contract and no requirement to send in progress reports. After-care visits are made only when the training staff cannot handle a problem by phone and are

limited to the immediate geographic region. In some cases teams are brought back for a refresher course.

Eye Dog Foundation does not have a newsletter or a graduate council. Graduates wishing to participate in fund raising activities are encouraged to do so, and speaking engagements will be arranged for them.

FIDELCO GUIDE DOG FOUNDATION, INC.

Fidelco Guide Dog Foundation, Inc. (Fidelco) is headquartered in the greater Hartford, Connecticut area. The mailing address is P. O. Box 142, Bloomfield, Connecticut 06002; tel. 203-243-5200, FAX 203-243-7215.

Fidelco was originally founded in 1960 by Charles and Roberta Kaman as the Fidelco Breeders Foundation. Its purpose was to breed high quality German Shepherd Dogs, who were then donated to guide dog schools, primarily in the Northeast. Subsequently, Fidelco established its own program for training and placement of guide dogs in 1981. It was the first program to exclusively train students in their home environment.

In 1993, 43 teams were graduated. With an operating budget of \$1,075,000, the cost per team was \$25,000. As of December 31, 1993, Fidelco had 185 active graduated working teams.

In 1992, 41 teams were graduated. With an operating budget of \$1,020,000, the cost per team was \$25,000. Two individuals did not complete the training course, but no reasons were given for non-completion. No dogs were changed during the course of training.

Of the 41 dogs placed in 1991, two were returned within one year after graduation. Fidelco did not provide reasons for the returns.

Fidelco trains only German Shepherd Dogs. Ninety-five to ninety-eight percent come from their own breeding program and have a graduation rate of 75%. Three percent of dogs were donated in 1993. Donations are rarely accepted, but when they are, the graduation rate is 50%.

Fidelco's puppy raising program recruits volunteers of all ages residing within commuting distance of the training center. They must be committed to attending orientation sessions and classes at headquarters held on Saturdays. Qualified puppy raisers should be enthusiastic about participating in the program and willing to expose their puppies to a wide variety of situations. Staff members and the head of the breeding program provide on-going supervision.

Puppies are placed in foster homes at seven-eight weeks of age. The raisers provide dog food for their charges, who live with them for a year or more. Fidelco assumes veterinary expenses.

If the puppy raiser and blind graduate would like to meet, Fidelco will help arrange it. Most commonly, this is done at Fidelco sponsored events, such as the annual fund raising Walk-Run-Ride.

Applicants for a Fidelco guide dog must be at least 16 and live in New England or

the metropolitan New York City area. Although general information and instructions for completing the application are available on cassette, the actual application form is available only in standard print. All applicants are interviewed before final acceptance by the Selection Committee, either in their homes or at a mutually agreed upon location. Usually, individuals with disabilities in addition to blindness are not accepted. There is no charge for a Fidelco dog, but graduates are requested to give a \$150 good-will donation six months after the completion of training.

In addition to name, address and phone number, the application form requests information about the applicant's height and weight, type of home lived in, marital status, children and their ages, other relatives residing in the household, date and cause of blindness and information about other relatives who are blind. Inquiries are made about employment history, sources and amount of income, educational background, mobility training and language competence. Names of ophthalmologist, medical doctor and three personal references from non-relatives are required. Potential students are asked to list their hobbies and leisure time activities. The application must be signed and witnessed. A release of information form must also be signed and witnessed.

Approximately 70% of applicants are accepted for training, with the most frequent reason for non-acceptance being poor health. First-time applicants are notified of acceptance in six-eight weeks, and most begin training in six-twelve months after acceptance. Commencement of training may be longer for those with special needs or where there are geographical considerations. Retrainees are processed in one-two weeks and are matched with a dog as soon as possible.

Dogs begin their six months' or longer training at 14-16 months of age. Their training includes work on subways, trains, buses, light rail and escalators. They learn to guide at night, go through revolving doors, follow, find empty seats and retrieve. They are exposed to work in urban, suburban and country settings. Traffic checks are conducted by staff members and under natural conditions. Blindfold work is coordinated towards the end of the training program.

The training staff includes the Director of Training, five instructors and two training assistants. Each trainer works with a string of five-six dogs. Recruitment has not been necessary since unsolicited employment inquiries are frequently received. When hiring new training staff, the requirements are a well-rounded education, physical fitness, the ability to drive and prior experience with dogs or other animals. Instructional staff are encouraged, but not required, to take continuing education courses.

Fidelco employs two blind people. One works as a computer programmer/analyst and the other as a liaison to applicants and graduates.

Those who have never worked with a guide dog receive three weeks of team training in their home environment, while retrainees receive an accelerated two-week course. Anyone who has had a successful working experience with a guide dog can qualify for the shorter training period, but Fidelco retains the right to extend the training time, if necessary.

Based upon the personal interview, dogs are selected to fit in with applicants' personality, physique, work, family, travel and lifestyle requirements. Students with special scheduling needs can be accommodated. Training usually begins on a Monday, but other arrangements can be made when necessary. Students and dogs are introduced on the first day of training. Whenever possible, an instructor works with two students living in the same area. Each student receives three-four hours of individualized instruction each day. Students and instructors plan different routes and daily activities including obedience, grooming, feeding and dog clean-up. Instructors provide information about dog behavior, veterinary care and general dog handling skills. Dogs are usually left overnight following two days of instruction. However, with experienced handlers, dogs may be left after the first day of training. Commensurate with the student's progress and ability, independent harness walks are coordinated during the training program.

Throughout the training period, communication is maintained between the instructor and the Director of Training. The Director visits every student towards the end of the training course in order to determine the team's safety and competence. He will coordinate traffic checks at that time to supplement the natural traffic work already done.

Since training is on an individual basis and students qualify throughout the year, Fidelco holds a banquet each May honoring graduates. At that time, diplomas are presented to those who completed training during the previous year. Those unable to attend receive their diplomas by mail.

Fidelco retains ownership of the graduated dogs. Students sign a contract provided to them upon acceptance for training. However, Fidelco is transitioning to transfer ownership to the graduate.

After completion of training, teams are visited two-four times within the next six months. Subsequently, an annual after-care visit is scheduled. For those remaining in the northeastern part of the country, instructors will visit the team if problems develop that cannot be solved by phone.

An expanded version of the Fidelco newsletter is sent to graduates on cassette. The print newsletter is augmented by material dealing with training, feeding and health care. A Graduate Council of 11 members is appointed by Fidelco's president, in consultation with the Director of Training and the Chair of the Graduate Council. Council members are drawn from the major geographic regions served by the program. They meet bi-annually at headquarters.

Fidelco graduates have participated in special fund-raising events, such as the annual Walk-Run-Ride. Their collective efforts as volunteers and loyal supporters have raised significant sums of money for Fidelco. A number of graduates also volunteer as public speakers.

FREEDOM GUIDE DOGS

Freedom Guide Dogs (Freedom) is located in upstate New York near Utica. The mailing address is 1210 Hardscrabble Road, Cassville, New York 13318; tel. 315-822-5132, no FAX at this time.

Freedom was founded in 1992 by Eric and Sharon Faville Loori. They are qualified guide dog instructors who have worked at other guide dog organizations. Sharon and Eric believed there were many people who were not seeking partnership with guide dogs because of the extended time away from families and jobs required by residential training. Following the home-training model, they offered their program to New York State residents, with the possibility of servicing neighboring states in the future.

In 1993, the second year of operation, 12 teams completed training. The operating budget was \$46,000, but Freedom estimates it costs approximately \$12,000 to fully train a team. As of December 31, 1993, Freedom had 18 active working teams.

With an annual operating budget of \$30,000 in 1992 and the graduation of six teams, the average cost was \$5,000 per team. All those who began training completed the course, and no dogs were changed during the course of training.

Labrador Retrievers comprise the bulk of the dogs trained. Smooth Collies are also being used. Currently, puppies and adult dogs are obtained through breeder donations. However, Freedom has begun a breeding program for Labradors. During the first year of operation, 80% of the adult dogs accepted for training graduated as guides.

Puppy raisers are an integral part of the Freedom program. They must be willing to socialize their charges and live within a two-hour drive of headquarters. Interested volunteers can be of any age. Puppies enter their foster homes at eight weeks, unless donated at a later age. They will spend approximately one year with their raisers.

These devoted volunteers assume the cost of dog food, but Freedom pays all veterinary bills. Raisers receive a puppy manual and are supervised on a one-to-one basis by a staff member through periodic visits. They are encouraged to call at any time with questions or problems. If raisers want to see their puppies being trained, they are invited to do so at headquarters. A photograph of the graduated team is presented to the raiser as a token of appreciation. If distance is not a problem, a meeting can be arranged between a graduate and the volunteer who fostered the new guide.

Application materials for a Freedom guide are available in standard and large print. Other literature about the program is provided in large print, braille or on cassette.

Currently, applications are accepted from any blind New York State resident over the age of 17.

The application form requests name, address, telephone number, date of birth and sex, as well as information about cause of blindness, relatives who are blind, occupational background, future career plans, sources of income, education and details of mobility training. The names and addresses of three references, a doctor and an ophthalmologist are requested. The applicant is asked to describe daily activities requiring mobility skills. Signing a release of information is part of the application process.

Arrangements are made for an in-home interview by an instructor before completing the required paperwork. Since applications are processed on an individual basis, notification of acceptance is sent upon completion of all necessary forms. Freedom will not accept applicants with inadequate orientation and mobility skills or those considered too physically inactive to benefit from partnership with a dog. Approximately 90% of those applying are accepted.

New applicants can anticipate a wait of six months to one year before training begins. Although not yet faced with the situation, policy dictates preference be given to Freedom graduates in need of successor dogs.

Since the trained dog is brought to the applicant's home, transportation costs are not relevant for the new student. Freedom accepts applications from people with disabilities in addition to blindness. As a result of the individualized nature of the program, applicants with special needs can be accommodated.

At present Freedom has one full-time trainer and a full-time volunteer serving as puppy program coordinator. Dogs enter training at approximately one year and receive six months of training before being matched with their blind partners. Usually, the trainer works with a string of six dogs in varying stages of readiness to assume their new role as guides.

Dogs learn to negotiate revolving doors, escalators, buses, subways and to be comfortable guiding in urban, suburban and rural conditions. They learn to follow, find an empty seat and guide at night. While in training, dogs are traffic-checked by staff.

During the home interview, an assessment is made of the student's orientation and mobility skills, walking speed and gait, strength, working and living environment and form of transportation used. Based on these criteria, a dog is selected and trained to meet the specific needs of the individual. Thus, if the student has small children, plays an organ in church, attends rock concerts, etc., the dog will be exposed to these situations prior to placement.

As a result of the individualized nature of the training in the student's home setting,

the program is informal and flexible. The training course, which lasts three weeks for first-time students and two weeks for retrainees, can begin on any day of the week mutually agreed on. Freedom defines retrainees as those having successfully worked with a guide dog from any program.

Students meet their new partners the day training begins. The teams work three to four hours a day in areas selected by the student and trainer. Traffic checks under natural conditions are part of the program. When not doing harness work, students learn about dog care, canine behavior and obedience. Students are taught to pick up after their dogs, but are not required to do so.

During the first week of training, emphasis is placed on the bonding process. Family members are asked to minimize interaction with the new member of the household, and visitors are discouraged during this period. If it is necessary for the trainee to attend meetings or support groups, these trips will be incorporated into the training program. During the initial phase of training, students are asked not to work their dogs in harness after the trainer leaves for the day.

Completion of training is based on the instructor's evaluation of the safety of the team. The only reason to terminate training would be the instructor's belief that the team, even after additional training time, would be unsafe.

Freedom has designed a contract covering conditions during training, as well as regulations after the team graduates. As part of this document, students exempt Freedom from responsibility for any injury, illness or property damage occurring during the training process. Maintenance of a home insurance policy is required. Either party can terminate the training at any time.

Upon the completion of training, the graduate agrees to be solely responsible for the dog. Ownership of the dog will revert back to Freedom if the graduate is incapacitated or dies, if the dog is sold or given away without Freedom's consent or if restoration of vision occurs. The graduate agrees to give the dog proper and humane care, use the dog safely, allow the dog to be inspected by Freedom at any reasonable time, with or without notification, and, at the time of mandatory retirement, work with the program in placing the dog in a suitable home. Furthermore, the graduate agrees not to mistreat the dog in any way, not lend the dog to anyone, not use the dog for begging and not allow the dog to be exploited for advertising or commercial purposes without explicit permission from the program. The contract stipulates Freedom can be called on for advice and help if problems emerge. Graduates agree to help Freedom in its fund raising efforts.

After completing the training course, graduates are visited and/or phoned frequently for several months. Subsequently, after-care visits take place annually. In case of a serious problem, the trainer is available to make a home visit. As a result of the close contact, written progress reports are not required.

Freedom recently initiated a newsletter, which is available in braille and large print as requested. Interested graduates are invited to go to presentations with the instructor and/or do presentations on their own. A major fund raiser is a local pet fair where graduates are asked to sit at Freedom's booth and describe the program to interested fair participants. Graduates may be asked to participate in local media events publicizing the program's activities.

GUIDE DOGS OF AMERICA

Guide Dogs of America (GDA), formerly International Guiding Eyes, is located in the San Fernando Valley within easy driving distance of Los Angeles. The mailing address is 13445 Glenoaks Boulevard, Sylmar, California 91342; tel. 818-362-5834, FAX 818-362-6870.

When Joseph W. Jones, a machinist, completely lost his vision, he applied for a guide dog but was turned down because he was in his late fifties. With the financial assistance of the International Association of Machinists, he established International Guiding Eyes where older blind people would be accepted for training. Incorporated in 1948, the school moved to its present six-acre location in 1981.

From July 1, 1992-June 30, 1993, 60 teams were graduated. With an operating budget of \$1,339,000, the average cost per team was approximately \$22,000. During the course of a year, six classes of 10 students are trained. Two students received training in their own community. Both had previously graduated from the program and could not take the time necessary for residential training because of work commitments. As of December 31, 1993, GDA had 235 active working teams.

For 1992 no information was provided about the number of individuals who had their dogs changed during the course of training and the number who did not complete training. In 1991, 38 teams were graduated, but details were not given about the number who returned their dogs within one year after graduation and the reasons why.

German Shepherd Dogs, Labrador and Golden Retrievers are the breeds used as guides at GDA. The breeding program encompasses all three of these breeds, but information was withheld about the percentages of each breed trained, the percentage of dogs obtained from outside the breeding program and the percentage of bred and donated dogs graduating as guides.

Puppy raisers, mostly living in close proximity to the school, are provided with puppy raising manuals and required to attend obedience training classes. If raisers are under 21, they must have parental permission to participate in the program. An in-home interview is conducted to determine the raiser's willingness and ability to assume the responsibility for puppy care and socialization. A staff puppy supervisor coordinates and oversees puppy raising activities for those living near GDA. An experienced volunteer leader assumes this role for those living further away. Each raiser is visited at least once a month by the volunteer or staff supervisor.

Puppies are placed in their foster homes at eight-ten weeks of age. Retrievers spend a maximum of 13 months and German Shepherd Dogs a maximum of 16 months in foster

care. If a particular dog needs more time to mature, arrangements can be made for the dog to stay longer. Raisers assume the cost of feeding their charges, but GDA assumes all veterinary costs.

Applications for a GDA guide are accepted from residents of the United States and Canada over the age of 16. Air fare is sometimes paid for those unable to cover the cost. When possible, a home interview is conducted by an instructor as part of the application process. When not possible, a telephone interview will be substituted. Where applicants have special needs, a video may be requested.

The application is available only in standard print. The applicant must provide information about current address, telephone number at home and work, sex, date of birth, height, weight, marital status, name of spouse, number of children, number of dependents, household composition and attitude of household residents towards dogs. The individual is asked if anyone, landlord, employer or family member, objects to his/her applying for a dog. Queries about educational background, occupational history before and after onset of blindness and current occupation are contained in the form. Information is sought about the applicant's use of transportation, knowledge about the area of residence and work and ability to speak other languages and read braille. A detailed description of the environment in which the dog will live and work is required. Questions are asked about prior pet ownership, reasons for wanting a guide dog, source of information about GDA and previous applications for and partnership with guide dogs.

Applicants are asked to list organizations for the blind, including orientation and mobility providers, of which they have been clients. In addition to requiring a physician's report, questions are asked about diabetes, blood pressure, epilepsy, headaches, hearing and other physical disabilities. Information is sought about special dietary needs, administration of medication, cause and onset of blindness and amount of residual vision. Applicants are asked about their ability to pay the costs of dog food and veterinary care, as well as transportation to GDA for training. Queries about average monthly income and medical insurance coverage are contained in the form. The name of an individual to be notified in case of emergency is requested, and the names and addresses of three personal references, not relatives, are also required. Potential students agree that GDA has the right to decline any application without providing reasons. The applicant agrees to abide by all GDA's rules and regulations concerning the use and care of the guide dog. A recent, full-length photo is requested.

Between 80-85% of those applying are accepted for training. The major reasons for non-acceptance are severe medical or mental problems, poor orientation and mobility skills and lack of need for a dog. GDA has trained persons with disabilities in addition to blindness, such as severe hearing loss, amputations and orthopedic difficulties.

First-time applicants receive notice of acceptance in three-four weeks, while retrainees hear in two-three weeks. It takes four-six months for a first-time applicant to

begin training, and retrainees wait two-four months.

Dogs begin their four-month training period when they are 15-18 months old. Dogs in training learn to ride on escalators, buses and light rail. They learn to guide on subway platforms, in urban, suburban and country conditions and at night. They are taught to respond to the find and follow commands. Dogs receive artificial traffic checks, with the training supervisor or the director of training driving the vehicle. Instructors incorporate natural traffic checks into the team training sessions.

The training staff consists of six instructors and three apprentices. Each instructor works with a string of 10-15 dogs. When an apprentice position becomes available, candidates are recruited from the backlog of resumes on file. In some cases a suitable applicant may be referred by another guide dog school. Apprentices must have a high school diploma, but a college degree in sociology, psychology, animal behavior, education, special education or a related field is preferred. Apprentices must have at least one year's experience in a dog-related field, such as kennel work, veterinary office work, military K-9 service, obedience training, etc. GDA training staff attend in-house seminars but are not required to take continuing education classes.

A part-time veterinarian is employed by GDA. The school does not employ a nurse, but all training staff are required to be certified in CPR and first aid. Although several blind people serve on the Board of Directors, GDA has no blind employees.

Two-three trainers work with a class of 10-12 students. First-time students must train for four weeks, whereas retrainees train for two-three weeks. Retrainees are those who have graduated from GDA or from any other guide dog school.

Students arrive for training on Sunday and meet their new canine partners on Wednesday. Matching is based on the student's size, strength, health, degree of usable vision, walking speed, gait and orientation and mobility skills. Breed, sex and coat preference are taken into consideration. Temperament of both dog and student are factors, as well as the environment in which the team will travel, work and live, including pets and children in the household.

Students are awakened at 6:15 A.M. and take their dogs out for relief at 6:30. They are taught how to pick up, but are not required to do so. Breakfast is served at 7:00, followed by obedience and another relief break for the dog. Guide work in the community is conducted from 9-11:15, with each student receiving 30-45 minutes of actual work time. Before lunch, served at noon, dogs are given another opportunity for relief. The afternoon work session in the community is from 1-4:15 P.M. After the dogs are fed and taken out for relief, the students gather for a 5:00 lecture. The evening meal is served at 6:00, and students have free time until a final 9:00 P.M. relief.

Dormitory rooms are single occupancy. Radios are available on request, and public telephones are available in the dorm for student use. Smoking is not permitted in the dorm,

and students are asked to keep the noise down after 10:00 P.M. Other dormitory rules were not specified. During leisure time, students can use a variety of recreational equipment including braille games and reading material, talking books, visual tech, television and exercise machines, such as step climber, stationary bike and rower.

Visitors are welcome on Wednesday and Friday nights from 7-9:00 P.M. and from noon to 4:00 on Sundays. A student can leave the premises during non-working hours, but his/her canine partner must remain at the dormitory, unless the team is accompanied by an instructor. Every effort is made to accommodate students needing to attend support groups.

In evaluating a team's readiness to graduate, the class supervisor and primary instructor continually assess the team's progress. The student must demonstrate the ability to direct and control his/her guide dog in a safe and effective manner with no assistance. Emphasis is placed on the quality of guidedog handling during each workout, rather than the number of blocks walked.

A formal graduation is held on the last Saturday of class. A valedictorian, selected by the students, addresses the audience of donors, sponsors, puppy raisers, friends, family and the general public about the impact on the class of working with their canine partners. Members of the staff give an overview of GDA's program, describe the training process and give a demonstration of guide work. Each graduate is escorted to the podium, where the puppy raiser makes a formal presentation of the dog. Graduates and puppy raisers have time to socialize and exchange addresses and stories about their common canine connections.

A contract is signed at the completion of training, transferring ownership and title of the dog to the graduate. This document is available in standard print and on cassette. The graduate agrees to take responsibility for the care and feeding of the dog and not treat the dog inhumanely or cruelly. The graduate further agrees not to lend or sell the dog or allow the dog to be used by anyone else. If GDA believes the dog is not safe, the owner agrees to stop using the dog as guide. GDA retains the right to reclaim the harness in such cases, and graduates acknowledge GDA's ownership of the harness. GDA requests semi-annual veterinary reports and notification of change of address. If the dog is no longer used as a guide, GDA requests immediate notification, and the two parties will work toward a mutually agreed upon disposition of the dog. Stipulation is made absolving GDA of any liability for damage caused by the dog or injury to the owner, resulting from use of the dog as guide. The document is signed by the graduate, the instructor and the president of GDA.

A dispute resolution agreement has been developed, which spells out the rights of GDA and the graduate/owner. Disputes may develop between the graduate and the school over whether the guide dog should continue to be used, the treatment of the dog by the graduate, whether the dog should be returned to the school by the graduate or whether the graduate should continue to have custody of the dog, pending investigation of charges of abuse. Should a dispute arise during the resolution process, unless documented evidence exists indicating the team's safety or health would be threatened, the dog would remain in

the custody of the graduate. A three-member arbitration panel will be assembled to adjudicate the dispute. GDA and the graduate will select one panelist each, and the representative for the California State Board of Guide Dogs for the Blind will chair and coordinate the activities of the panel. All parties to the dispute must agree the panel's decision will be final. The arbitration panel will complete its investigation within 45 days of receiving the initial written complaint and make its decision within another 10 calendar days. All hearings will be held in a place convenient to the disputants in order to minimize costs. Each party will have to assume her/his costs, unless the panel unanimously decides otherwise. GDA claims its ownership policy should minimize such disputes.

GDA offers an annual after-care program. In an emergency situation a trainer can be sent to the home of a graduate residing in the United States. If problems cannot be solved by phone, the graduate and staff may decide to bring the team back to headquarters for a refresher course.

To keep graduates in touch with activities at GDA and with one another, a newsletter, available in standard print and on cassette, is published three times a year. Those who wish to support the school can volunteer to participate in a variety of fund raising activities. GDA is in the process of forming an alumni council.

GUIDE DOGS OF THE DESERT, INC.

Guide Dogs of the Desert, Inc. (GDD) is located in southern California near the communities of Palm Springs and Desert Hot Springs. The mailing address is P. O. Box 1692, Palm Springs, CA 92263; tel. 619-329-6257; FAX 619-329-2127.

In 1972 GDD was incorporated by Bud Maynard and licensed under the laws of California. Initially, students were trained on an individual basis at Bud's home. In 1975 a three-bedroom house was acquired and converted into a dormitory and kennel facility. Recently, the facility has been expanded to include additional kennel, living and office space.

GDD is one of the smallest residential programs in the United States. In 1993, 15 teams graduated. With an operating budget of \$422,000, the average cost per team was \$28,000. As of December 31, 1993, GDD had 90 active working teams.

Four classes were held in 1992, and 26 teams were graduated. With an operating budget of \$440,000, the cost per team was \$17,000. During that year, one student did not complete training, one student with special needs received home training and no dogs were changed during the course of training.

Of the 22 students who completed training in 1991, three returned their dogs within one year after graduation. One graduate had a change in lifestyle, one dog's guide work deteriorated and another dog's house manners broke down.

Ninety percent of the Labrador Retrievers, Golden Retrievers and German Shepherd Dogs used as guides are bred by GDD. The remaining 10% are donated. Over 60% of the dogs who become GDD guides are Labradors, while Goldens represent almost 30% and Shepherds approximately 10%. Of the dogs bred by GDD, 60% graduate as guides, while 50% of the donated dogs graduate.

Puppy raisers throughout southern California volunteer their homes for 18 to 24 months. Their charges usually come to live with them at the age of eight weeks. Raisers assume the costs of dog food and normal veterinary care. GDD provides a puppy manual, and volunteer supervisors are available for advice. Raisers are encouraged, but not required, to attend puppy field days. Qualifications for puppy raisers are a home with a fenced-in yard, willingness to keep the dogs indoors and a sense of responsibility for this important undertaking.

The application for a GDD guide is available only in standard print. Questions on the form include name, address, and home and work telephone numbers. Applicants are asked their age, sex, height, weight, education, marital status, spouse's name and names and ages of children in residence. Questions are asked about the cause and duration of

blindness, mobility and specialized training experience. In the occupational section, information is sought about work done prior to and after onset of blindness, name of present employer, type of transportation used to get to and from work or school, and, if not employed, means of support. Applicants must attest to their ability to provide funds to take care of food, veterinary costs and other needs of the canine partner. Information is sought about housing, household composition and neighborhood conditions. A specific question is asked about the attitude of those residing with the applicant toward the introduction of a guide dog into the household. Questions are asked about prior dog ownership, and details are requested from those who have previously been partnered with guide dogs from other programs. Since transportation is not provided, the applicant is asked if someone will take on this financial obligation. Information is requested about the person to be contacted in case of emergency. The name of the individual assisting in completing the application is asked for.

The applicant is asked to provide the names and addresses of three personal references who are not relatives, the blind services counselor, the orientation and mobility instructor and the employer. To obtain information from these sources and a physician, the applicant is required to sign a release of information. In the medical questionnaire to be completed by the applicant, details are sought about other disabling conditions, medication and diseases such as diabetes, arthritis, etc.

Although most students come from southern California, applications are accepted from residents of the United States and Canada over the age of 16. When geographically feasible, a home interview is conducted by a member of the staff. When not feasible, a video demonstrating the applicant's orientation and mobility skills is requested.

Approximately 60% of those who apply are accepted for training. The most common reason for rejection is inadequate orientation and mobility skills. GDD welcomes applications from individuals with disabilities in addition to blindness. First-time guide dog users are notified of acceptance within one-three months and begin training four months to a year after completion of the application process. Retraitees are notified of acceptance within one-three months and begin training within three-six months.

Before the team is matched, GDD dogs receive four to six months of training, including working in stores, restaurants and shopping malls, traveling by automobile and bus, finding empty seats and follow. Guide training includes night walks and work under urban, suburban and country conditions. If requested, dogs are trained on escalators and light rail. Dogs are traffic checked by staff and under natural conditions. GDD is flexible and willing to modify its training program to accommodate students' individual needs.

GDD has two instructors and one apprentice. Each trainer works with a string of six-eight dogs. New apprentices are recruited by word of mouth or from a list of resumes sent in and kept on file. A major qualification for this job is one year of dog-related experience. Instructional staff are encouraged to participate in continuing education courses, but are not required to do so.

Although a nurse is not on staff, when students are in residence, a volunteer nurse is on call. GDD employs a part-time blind secretary.

Due to the heat of the Palm Springs summer, classes are held in the spring and fall. The maximum number of students per class is six, with two instructors. There is a residential requirement of 28 days for new guide dog users. Retrainees may complete the course in 14 days. A retrainee is defined as someone who has previously trained with a GDD dog or a dog from another guide dog program.

Students arrive on Sunday and meet their dogs on Wednesday. Teams are matched on the basis of pace, size, personality, working conditions, home environment, etc.

The usual working day begins with a 6:00 A.M. wake-up. Dogs are given water and taken out for relief at 6:30 and four more times throughout the day. Students are encouraged, but not required, to pick up after their dogs. Breakfast is at 7:15, followed by the morning trip to town from 9:00 to 11:30, with lunch at 12:15. The afternoon workout lasts from 1:45 to 4:00 P.M. Following the afternoon trip, dogs are fed and given water. Lectures begin at 4:30, and the evening meal is served at 5:15. GDD estimates students spend one and a half to four hours a day working with their dogs in harness.

Each GDD class is treated to a trip to Disneyland where dogs are exposed to crowds, loud noise and food distractions. Students and dogs also enjoy trips to several restaurants during the course of training. Toward the end of the course, an overnight trip to San Diego is undertaken where teams work in heavy traffic, on trolleys and in crowded urban conditions.

Guide Dogs of the Desert has a three-bedroom house for its class of six students. Radios are available in each bedroom, but telephones are not. Students may receive and make calls from a pay telephone located in the entryway of the building. GDD asks students not to congregate in each other's rooms out of respect for the roommate, who may need privacy. No alcohol is permitted on the grounds. Smoking is only permitted outside, and most smokers use the patio adjacent to the house. There is no formal curfew, but students are asked to be quiet after ten o'clock.

Visiting hours are on Sunday afternoons and whenever the students are not working. Students may leave campus, but the dogs must remain at the facility. Arrangements can be made for attendance at religious services or support groups. During leisure time, students can use the organ, games, computers, braille writers, talking books and braille literature.

To qualify for graduation, the team must demonstrate the ability to cross streets, complete turns, negotiate traffic, work in areas with distractions, solve normal problems, ride city buses and travel independently and safely. In addition the blind person must demonstrate the ability to correct the dog, both verbally and with the leash, control the dog

around various distractions, understand dog behavior, pick up after the dog and control the dog in informal settings. Finally, understanding of the dog's needs in terms of grooming, health care and play must be shown.

At a ceremony held on the last Saturday of class, puppy raisers formally present their now fully trained canine charges to their blind partners. Afterwards, graduates and puppy raisers mingle, exchange addresses, if they wish, and swap stories about their common canine interests.

Two alternative contracts are offered to the students. The first is a non-transfer of title contract providing for GDD to assume responsibility for providing a fully trained and sound guide dog, instruction in the use of a guide dog, harness, leash and grooming equipment and after-care when deemed necessary by the school. Students agree to provide food, veterinary care, shelter and humane treatment for their dogs. Furthermore, the dog cannot be loaned to another blind person or used to assist another blind person in the company of the graduate. Students further agree to provide annual veterinary reports of their dogs' physical condition and to inform the school of address changes. The student agrees to surrender the dog to GDD at the option of the school if the above conditions are not met.

In the second contractual alternative, students are given the opportunity to obtain title to their canine partners. Both parties, the school and the student, agree the team has performed satisfactorily and shown itself to be a safe person/dog unit. Under the transfer of title agreement, one of two scenarios would allow GDD to revoke ownership and reclaim the dog: (1) if two or more recognized authorities such as police, humane society, animal control, etc., report the dog has been physically or mentally abused; or (2) if the owner dies and no provision has been made for the dog. The graduate agrees not to hold GDD responsible for any problems caused by the dog after graduation. At retirement, GDD will help the graduate place the dog, if requested.

At the time of graduation, one of the two contracts must be signed by the graduate, the Executive Director, the Director of Training and three witnesses.

GDD has also developed a retired guide dog release contract. Under this agreement GDD transfers title to the graduate if he/she does not already hold title and declares the dog cannot be used as a guide.

After graduation, preferred follow-up and trouble shooting are by phone and mail, but home visits will be made when GDD thinks the problem requires a personal visit. Home visits are confined to the southern California and Arizona areas. On rare occasions a graduate will be brought back to the school for a refresher course.

Guide Dogs of the Desert publishes a newsletter to keep alumni up to date on the school's activities, but it is available only in standard print. Generally, graduates are

responsible for providing veterinary care for their guides, but, under certain circumstances, GDD will try to help those facing very high vet bills. Graduates wanting to stay actively involved with GDD can volunteer to be guest speakers at schools, clubs and other educational or fund raising events.

GUIDE DOG FOUNDATION FOR THE BLIND, INC.

Guide Dog Foundation for the Blind, Inc. (the Foundation) is located on the north shore of Long Island about 50 miles east of New York City. The mailing address is 371 East Jericho Turnpike, Smithtown, NY 11787-2976; tel. in New York State 516-265-2121, outside New York 800-548-4337, FAX 516-361-5192, computer bulletin board 516-366-4462.

Founded in 1946 to provide guide dogs for blinded World War II veterans living in the New York City metropolitan area, the Foundation has expanded to serve blind people over the age of 16 residing throughout the United States and in other countries. Foundation graduates reside in areas as geographically dispersed as Israel, Canada, Mexico, Argentina, Sweden and Saudi Arabia.

In 1993, 61 teams were graduated, and on December 31, 1993, the Foundation had 340 active teams. With an operating budget of \$2,230,000 for fiscal year 1992-1993 and the graduation of 59 teams in this period, the cost per team was approximately \$38,000. This figure includes the production of an outstanding series of radio and television public service announcements dealing with access issues. The increased public awareness benefits all of us partnered with guide dogs.

In fiscal year 1991-1992, 64 teams were graduated. In the calendar year of 1992, 54 teams returned to their homes in the United States and five to homes outside the country. Seven classes were held that year. Four students did not complete the course of training, two for medical reasons, one withdrew and one was expelled for infraction of rules. Two dogs were changed during this time period. Home training was provided for one retrainee who could not attend class because of family obligations.

Of the 64 dogs graduated in 1991, 10 were returned within one year of graduation. Six were the result of the death or illness of the blind partner, one was reclaimed for abuse and one was returned and retraining was not requested. Two graduates returned their dogs and subsequently retrained with successor dogs.

Ninety-three percent of the dogs trained as guides at the Foundation are Labrador Retrievers, 6% are Golden Retrievers and 1% are first-generation crosses of these two breeds. Eighty-five percent of dogs in training come from the Foundation's breeding program, while 15% are donated as puppies. Eighty percent of Foundation-bred dogs qualify as guides, while 40% of donated dogs qualify.

The majority of puppy walkers live on Long Island, allowing for frequent supervision. Other puppy walkers live in Iowa, Vermont, Maryland, Virginia and upstate New York. Commitment to devote the necessary time to socialize and train the puppy is the most important qualification for those volunteering for this all-important job. The Foundation's

Puppy Program Coordinator supervises the walkers by visiting them every four-six weeks. Walkers are given written materials and encouraged to participate in group activities. Puppy walkers provide food for their charges, who initially enter their homes at seven-eight weeks of age and remain for one year. The Foundation assumes all veterinary costs.

The application for a Foundation guide dog is available in standard and large print. An introduction to the Foundation's program, with information about the application process is available on cassette and in braille.

A letter, accompanying the application form, explains the reasons for the various questions asked. These are to gather demographic information about where applicants reside, to help in the matching process and to insure the training of a safe team. Confidentiality of information provided is guaranteed.

The demographic information sought includes address, telephone number, years at present address, sex, height, weight, date of birth, marital status, number of children and their ages, ability to speak and understand English and source of reference to Guide Dog Foundation. Additional information is requested about education, mobility training and source of such training. Applicants are asked about their personal history, including onset of blindness, cause, amount of remaining vision, general health, including any physical limitations, ability to financially maintain a guide dog, occupation, job description, present employer, occupation before blindness, previous employer, plans for the future, transportation used, use of cane or sighted guide, orientation in, and geographic knowledge of, the community in which applicant lives.

Questions about the applicant's history of guide dog partnership include information about previous and present applications to other programs and reasons for applying, rejection by other programs and reasons for rejection, dates previously teamed with a guide dog, schools providing the dog and reasons for ending the working relationship. The applicant is asked to describe the conditions under which the guide dog will live, including description of housing arrangements, number of others residing with applicant, pets in the household, enclosed yard and environment in which the guide dog will work, including climate. References requested include any agency for the blind providing services during the last five years and three personal references. Names and contact information for applicant's medical and eye doctors are requested.

A release of information is required which the Foundation can send to physicians, agencies providing services or any other organizations. It is noted this information will be used only in determining the suitability of the applicant for partnership with a guide dog. Names and contact information are requested for three individuals who can be contacted in case of an emergency.

Instructors interview applicants within the tri-state area of New York, New Jersey and Connecticut. In some cases out-of-area applicants are also interviewed. A mobility

instructor's reference is preferred when an in-home interview is not possible. Approximately 85% of those who apply are accepted for training. Medical problems and poor references are the major reasons for non-acceptance. Travel expenses to the school for North American applicants are met by the Foundation.

First-time applicants will be notified of acceptance within two-four weeks of receipt of completed application. Retrainees, defined as graduates of the Foundation, will receive notification within one week. Those applying for successor dogs will be placed in the next available class. New applicants may have to wait two months or longer. People with disabilities in addition to blindness, such as orthopedic or hearing disabilities, are eligible to apply for a canine partner. Whenever possible, people with special training needs not generally included in the curriculum are accommodated.

Dogs usually enter the three-twelve month training period at approximately 14 months of age. Because of its location near New York City, Foundation dogs are trained on subways, buses and the Long Island Railroad. They also learn to guide at night, on urban, suburban and country roads, on escalators and through revolving doors. They are taught to follow and find empty seats. Dogs have artificial traffic checks with staff drivers and under natural traffic conditions.

The staff consists of one apprentice and seven instructors, including the Director of Program Services and the Director of Training. Each trainer works with a string of 10 dogs in various stages of training. Future plans call for the employment of a bilingual, Spanish-English, trainer. Qualifications for apprentices are college course work, preferably in the sciences or education, and practical animal experience. Since there is little turnover in staff, vacancies are not advertised. When a vacancy occurs, applications on file are reviewed, and, in rare cases, the position may be advertised. Although staff are not required to take continuing education courses, they do attend occasional in-service programs.

A part-time veterinarian is on the staff, and nurses are available at night when classes are in session. One graduate is employed to provide informal counseling for students during training. Four Foundation graduates serve on the Board of Directors, one as president.

Two trainers work with an average of 10 students during the 25-day training course. Retrainees stay for a minimum of 20 days. Shorter and alternative training courses are being investigated.

Students generally arrive at the Foundation on Sunday and meet their canine partners on Tuesday. Matching is based on the student's ability to physically control a dog, size, walking speed, grip on handle, temperament and personality of both members of the team and the environment in which the team will live and work. The student's preference for the breed, size and sex of dog is taken into consideration.

An average working day begins at 6:30 A.M. Dogs are fed at 7:00 and taken out for relief. Students are taught to pick up after their dogs, but are not required to do so.

Breakfast is served at 7:30. Students are driven to surrounding areas, where training takes place from 8:30-11:30. Upon return to headquarters, dogs are taken out for relief, and lunch is served at noon. The afternoon training session in the community is from 1:00-4:00 P.M. At 4:30 dogs receive their second meal and their third relief time. The evening meal is at 5:30. Some evenings are devoted to lectures or night walks. Dogs get their final relief break at 9:00 P.M. Daily grooming and obedience exercises are done independently during leisure time. A fenced-in paddock provides an area where the dogs may run free for fun and exercise.

Two students share a room equipped with a radio and a telephone. Dormitory rules include no smoking areas, no use of telephones during lectures and no alcoholic beverages. There is a curfew for those leaving the campus and a room curfew, which is not rigidly enforced.

Visitors are permitted on Saturdays and Sundays from noon-4:00 P.M. and from 5-8:30. Students may leave with visitors, but their dogs must remain in the dormitory. During leisure time, students and visitors may enjoy musical instruments such as piano and guitar, table games, braille and recorded books and magazines, television and VCR, an accessible computer and a variety of exercise equipment. Arrangements can be made to accommodate those who attend support groups.

A team's readiness to graduate is based on continuous evaluation of its effectiveness, independence and safety. On the last Sunday of class, puppy walkers and financial supporters are invited for an afternoon reception. During this social gathering, dogs are kept in the dormitory rooms to avoid upset. Students can learn about their partners' early life, and walkers can get acquainted with their former charges' blind teammates. In lieu of a formal graduation, an informal ceremony is held by instructors and students at the end of the course.

Before entering training, an agreement was signed by the newly enrolled student, the Foundation's Executive Director and two witnesses. As noted in this document, the Foundation has the sole right to determine if the student should graduate. It is further noted the Foundation's training services are offered without charge, the student agrees to abide by the rules and regulations while at the center and the training program can be terminated at any time by the trainee or by the Foundation. If the training is completed and the team graduates, the student agrees that the dog will be properly cared for and receive food and shelter, will be examined by a qualified veterinarian at least twice a year and reports sent to the Foundation, will not be abused or permitted to be abused and will not be used in any commercial undertaking without express permission of the Foundation. The graduate agrees not to claim to be a representative of the Foundation without express permission. The graduate's right to possess the dog is acknowledged, except if any of the provisions listed above is violated. If the Foundation seeks repossession of the dog because of a breach of the contract, notice to the graduate by registered mail will become the basis of the Foundation's right of repossession. The graduate is duty-bound to return the dog to

the Foundation under such notification. The Foundation can also reclaim the dog if, in its professional judgment, the guide dog is unable to perform its function adequately or if the safety of the graduate is jeopardized, if the graduate is no longer able physically or mentally to care for or make use of the dog or if the graduate dies. All legal heirs are bound by this agreement.

After returning home, graduates are asked to fill out progress reports. The Foundation will only help defray veterinary expenses when a pre-existing medical problem is diagnosed. A visit is scheduled post-class, after which visits are only made when problems cannot be solved by phone. Such visits are limited to the United States and Canada. On rare occasions, such as after a lengthy hospitalization, a team may be brought back to the school for a refresher course.

One year after completion of training, graduates may apply for ownership of their canine partners. As part of this process, a veterinary report must be filed, attesting to the good health and treatment of the dog. Furthermore, a release must be signed giving the Foundation the right to obtain information from any physician, hospital, veterinarian, firm or organization concerning the team.

This ownership agreement stipulates the graduate cannot transfer ownership of the dog without explicit permission of the Foundation, the graduate will properly feed, shelter and care for the dog and the dog will be examined at least twice a year by a veterinarian and a veterinary report will be provided at least once a year. The graduate guarantees the dog will not be abused, will not work in situations harmful to the dog's health or safety, the team will not act as an official representative of the Foundation or appear in a public capacity without written prior consent of the Foundation. Furthermore, the graduate agrees not to use the guide dog in any commercial undertaking, such as photographs, movies, theater or television, without written permission. If the staff believes the dog is being mistreated, the Foundation will take all legal steps to end the abuse. On its part the Foundation will try to find a home for a retired dog, if the graduate cannot do so. This ownership document must be witnessed.

Graduates are informed about Foundation activities through a newsletter, available in print and on cassette. Speaking engagements are arranged for those interested in supporting the school through fund raising activities.

GUIDE DOGS FOR THE BLIND, INC.

Guide Dogs for the Blind, Inc. (Guide Dogs) is located in a suburban community 16 miles north of San Francisco. The mailing address is P.O. Box 151200, San Rafael, CA 94915-1200; tel. 415-499-4000 or 800-295-4050, FAX 415-499-4035.

Guide Dogs was founded in 1942 due to the untiring efforts of Chalmers R. ("Don") Donaldson and Lois W. Merrihew, the school's first instructors. Together, they inspired a group of Bay Area volunteers known as the American Women's Voluntary Services to help. They saw the growing need of providing mobility through the use of guide dogs for blinded World War II veterans. As the number of blinded veterans declined, the school opened its doors to all blind Americans and Canadians.

With a 1992-1993 operating budget of \$8,300,000 and the graduation of 234 teams in calendar year 1993, the average cost per team was slightly more than \$35,000. The increase in average cost per team between 1992 and 1993 is the result of the initiation of the veterinary care reimbursement policy for active guides and 4-H puppies and the increase of staff in order to have a sufficient number of instructors for the expansion into a second training facility. As of December 31, 1993, Guide Dogs had 1,516 active working teams.

In 1992, 228 United States and 21 Canadian residents graduated from the program. With a total graduating population of 250 teams and an operating budget of \$6,800,000, the average cost per team was \$27,000. Twelve four-week training classes and seven two-week accelerated retrainee classes were held in 1992. A retrainee is defined as a graduate of Guide Dogs. Information was not provided about the number of students who did not complete training, the number of dogs changed during the course of training and the number of teams receiving home training during that year.

In 1991, 247 teams were graduated. Guide Dogs indicated 5-10% of the dogs completing training in 1991 were returned within one year, but no reasons were given.

During 1991-1992, 53% of the dogs graduated were Labrador Retrievers, 31% were Golden Retrievers and 16% were German Shepherd Dogs. Ninety-two percent of the dogs graduated were from Guide Dogs' breeding program, while 6% were donated and 2% were purchased. Information was not provided about the success rate of dogs in each of these categories.

Puppy raisers from eight western states foster puppies from the age of 8-12 weeks until they are 16-18 months of age. 4-H members, ages nine-eighteen, and their families, as well as adult raisers, make a commitment to care for their charges until they are ready to enter training. All raisers receive a puppy raising manual and are expected to attend monthly meetings and socialization outings led by 4-H volunteer leaders. A member of the

Guide Dogs staff meets with raisers annually. Although dog food costs are borne by the raisers, Guide Dogs pays up to \$200 a year for veterinary costs. If additional vet costs are incurred Guide Dogs will cover them, if their staff veterinarian approves.

Canadians and Americans over the age of 16 are eligible to apply for a dog from Guide Dogs for the Blind. All applicants are interviewed in their homes by an instructor or an orientation and mobility specialist employed by Guide Dogs. Seventy percent of applicants are accepted for training. Most of the 30% not accepted have poor mobility skills or severe health problems. However, Guide Dogs will consider applicants with disabilities in addition to blindness.

Although the actual application is available only in print, information about it is available on cassette. Other publications about the school are available on cassette and in braille.

The application asks for name, address, home and work telephone numbers, date of birth, marital status, name of spouse, number and ages of children, others residing with applicant, length of time living at this address and length of time residing in the state. A question is asked about anticipated changes in residence or lifestyle. The name and contact information for the applicant's nearest living relative is requested, in case of an emergency. A description of living conditions is requested, such as fenced-in yard, type of dwelling, number of rooms, etc. Questions about orientation and mobility skills are asked, such as the ability to walk around the neighborhood alone and give directions to a guide in the home area. Past pet experiences are explored. The applicant is asked to explain the reasons for desiring partnership with a guide dog. Names and contact information for three non-related references is requested. A series of questions are asked about blindness, including cause, onset and remaining vision, as well as certification of legal blindness. Questions are posed about health status, including diabetes, hearing loss, seizures and high blood pressure. Contact information for the applicant's medical provider is requested, and a medical form will subsequently be sent to the applicant to be filled out by the doctor. Applicants who have not had a recent physical examination are asked to arrange for an exam at their own expense. Questions are asked about education, vocational training and rehabilitation services received, including orientation and mobility training. A description of previous history of guide dog partnership is requested. Information is sought about occupational activities before and after onset of blindness, sources of income and community activities. Specific questions about veteran status are included in the form. A photograph, if one is available, is requested. Release of information forms for physicians, counselors, etc. must be signed.

In addition to the application form, Guide Dogs provides the prospective student with suggestions about an exercise routine to be followed in preparation for training. Walking for an hour a day with a sighted guide is strongly recommended.

For first-time applicants it takes an average of three months from the time a completed application is received to notification of acceptance. For retrainees it takes an average of one month. New applicants can begin training six-seven months after receipt of a completed application, while retrainees have to wait only two-three months. Round trip transportation costs are assumed by the school.

Dogs are trained for an average of four months to retrieve, go through revolving doors, follow, guide in country conditions and at night. They also learn to travel on buses and the San Francisco BART system, which includes subways. Wherever possible, the instructors will try to accommodate students' special training needs. Guide Dogs stresses the importance of traffic checks, and, in addition to controlled situations during which trainers drive the cars, traffic checks are done under natural conditions.

A Director of Training, six supervisors, 12 instructors and 14 apprentices constitute the instructional staff at Guide Dogs. Most of their current instructor staff has come from within their program, beginning as instructor assistants. Instructor assistants are recruited through word of mouth and advertisements. As they show ability and desire, they are recruited into the apprentice instructor positions. Acceptance as an apprentice requires a high school education and at least one year's experience in the training or handling of animals.

Throughout an instructor's three-year apprenticeship, an in-house education program is in place. This program is overseen by the Apprentice Program Coordinator. An Instructor's Manual is provided and constantly updated as laws, agencies, and medical findings change. A part of the job of the staff Orientation and Mobility Specialist is to educate apprentices in the areas of blindness, causes and effects, long cane techniques, agencies and organizations for and of the blind. This includes visits to agencies whenever possible. Apprentices work under the supervision of an instructor in all facets of the job, including dog training, class instruction and field work. Continuing education for instructors includes monthly training meetings, visiting and observing other schools and other agencies. Also, experts in fields related to the work are brought in on occasion to continue the education process.

Three registered nurses are on staff, and at least one is on the premises from 6 A.M. to 10:00 P.M. At other times they are on-call by pager. Two full-time veterinarians staff the on-grounds veterinary clinic. Two blind telephone operator/receptionists, one full-time and one part-time, are employed by Guide Dogs.

A maximum of 17 students are trained in the 28-day class. First-time students arrive on Sunday and meet their canine partners Wednesday afternoon. Retraining participants in these sessions must stay a minimum of two weeks, but are encouraged to stay longer. On the day of their arrival or the day after, retrainees meet their canine partners. Three instructors and a supervisor are responsible for the class.

A three-week retrain class is being pioneered at this time, with great success. Two

instructors are responsible for a maximum of eight students. Retrainees arrive on a Sunday and meet their canine partners the next day. The three-week program allows a niche for those graduates who do not need a full four-week class but would desire or need a longer bonding and training time than the two-week class allows. The added week would allow for flexibility in cases of sickness or health problems students may encounter.

With a string of 20-25 trained dogs, the supervisor and the instructors are responsible for making the matches. Before the students arrive, the instructors review the home interviews and student applications. During the first two and a half days, after the first-time trainees' arrival, the instructors teach the fundamentals of obedience and guide work. The instructors evaluate each student's physical condition, gait, balance, coordination, endurance, ability to assimilate instruction, confidence and sense of direction. Part of the assessment is the environment in which the dog will live and work. Although students are asked about breed and gender preference, safety and suitability take precedence over these factors. A very small percentage of the dog-student matches are changed during the training period.

In the accelerated two-week retrainee classes, two instructors are responsible for the training of a maximum of eight students. Retrainees arrive on Saturday and meet their canine partners the next day. Since participants in these sessions are known to the training staff, matching, based upon the same criteria previously mentioned, can be done more rapidly.

Although routes vary on a daily basis, most days follow a similar schedule. Students are awakened at 6:30 A.M., and the first activity of the day is taking the dogs out for relief. Students have breakfast at 7:15 followed by obedience exercises at 8:00. The dogs are given the opportunity to relieve before and after the morning guide work session in town, beginning at 9:00. Lunch is served at 12:15, and afternoon guide work begins at 1:15. The dogs are fed at 4:30 and then taken out for relief. Students attend lectures from 5-6:00, followed by supper at 6:15. Dogs are taken out for the last time around 9:00 P.M. During the last week of training, students are shown how to pick up after their dogs and are strongly encouraged to do so.

Two students share a room in the smoke-free dormitory. Bedrooms are equipped with radios, tape players and headsets. Several public telephones are available for student use. Dormitory rules prohibit the use of alcohol and narcotics. Although students are permitted off the grounds, they cannot leave with their dogs unless accompanied by an instructor. Sunday afternoons are set aside for visitors. With staff approval, students may have visitors at other times. Arrangements can be made to attend church or support groups.

Recreation facilities available for students include: musical instruments, such as piano, organ, electronic keyboard, guitars, and bongos; braille games; braille and recorded books and magazines; an Arkenstone reading machine; an outdoor swimming pool and a variety of exercise equipment.

Evaluation of the team's progress is continuous throughout the course of training. The end requirement is to have a safe and effective working unit.

On the final Saturday of class, a formal graduation ceremony is held. Graduates meet the puppy raisers who have nurtured their new partners during the all-important first year of life. Students and puppy raisers have the opportunity to socialize and talk about the objects of their mutual interest. During the ceremony, the public is treated to a demonstration of guide dog work by a staff instructor, followed by a tour of the campus.

Several legal documents have been developed by Guide Dogs which are signed before the team leaves the campus. One is a release of liability, another is a release of publicity and the third is an ownership agreement. The publicity release, requested but not required, allows Guide Dogs to use the student's photograph in its promotional efforts. The liability release, which must be signed, absolves Guide Dogs from responsibility for injury, accident or illness occurring during the course of training, with the sole exception of problems resulting from their negligence. The final required document is an agreement acknowledging Guide Dogs' right to retain title and ownership of the dog.

Students recognize Guide Dogs' right to reclaim the dog if, in Guide Dogs' opinion, any provisions of the contract are violated. These conditions are kind treatment of the dog, provision of food and shelter, maintenance of good health and proper veterinary care, including the submission of an annual veterinary report to Guide Dogs. Furthermore, the graduate agrees not to solicit alms from the public, lend, give or sell the dog or permit the dog to be used by any other blind person, not to use the dog while guiding another blind person, not to use any technique, method or device to control the canine partner unless approved by Guide Dogs, not to use the guide dog while under the influence of alcoholic beverages and/or drugs. The graduate agrees to report any illness or injury to the dog and any circumstances in which injury or damage has been caused by the dog. They agree not to permit their canine partners to be disruptive. Guide Dogs must be notified if any reports have been made that the dog has not been treated well. Graduates agree to surrender the dog if any of the above conditions are violated, if the dog is being retired and Guide Dogs believes it can be placed with another blind person, if the dog is considered unsafe by Guide Dogs, or if Guide Dogs believes the need for the dog has ceased or the graduate's ability to work with the dog is inadequate. Notification of the availability of a conditional transfer of title contract is contained in this agreement. The conditional transfer of title can be obtained after one year of probation, providing Guide Dogs is satisfied with the effectiveness of the team.

On its part, Guide Dogs agrees to provide follow-up advice, training and instruction at no charge to the graduate, provide free veterinary care at its on-campus veterinary clinic, reimburse up to \$200 a year for veterinary care, provide boarding care for up to 90 days at any of its kennels and provide any other services deemed necessary to maintain the effectiveness of the team. Recognizing the possibility of disputes between the school and graduates, Guide Dogs acknowledges graduates' right to communicate directly with a member of the Board of Directors appointed to receive such communications. If disputes

cannot be resolved, they must be submitted to arbitration. A description of the arbitration procedure is supplied indicating that both parties to the dispute must pay the expenses of their chosen arbitrators and share the expenses of the third arbitrator. Proceedings will take place at Guide Dogs' headquarters.

In the conditional transfer of title document, the graduate stipulates all conditions of the user's contract signed before leaving the school have been adhered to during the minimum period of one year since graduation. The conditions under which Guide Dogs may regain title and possession of the dog are virtually the same as in the original user agreement. The school reaffirms its commitment to provide after-care for the dog, despite the transfer of title.

After returning home, graduates are asked to fill out reports describing the team's progress. All graduates receive an annual after-care visit. If problems arise that cannot be handled by phone, a trainer is sent to the graduate's home. On rare occasions the team is brought back to the school for a refresher course. An annual \$200 veterinary allowance is provided, and if additional veterinary expenses are incurred, Guide Dogs will consider paying the charges on a case-by-case basis.

Graduates are kept informed about one another and news of the school through a graduate newsletter, available in print, braille and on cassette. Graduates interested in lending support are occasionally called upon to speak at fund raising events. A graduate advisory council has been formed and will meet twice per year. The council has seven members and held its first meeting in January, 1994.

GUIDING EYES FOR THE BLIND, INC.

Guiding Eyes For The Blind, Inc. (GEB) is located in a suburban community 50 miles north of New York City. The mailing address is 611 Granite Springs Road, Yorktown Heights, NY 10598; tel. 914-245-4024 or 800-942-0149; FAX 914-245-1609.

GEB was founded in 1956, but no information about history was provided.

No information was given about the number of teams graduated in 1993, the annual operating budget for that year and the number of active teams as of December 31, 1993.

Of the 144 graduates in 1992, three were from Israel and the rest from the United States. With an operating budget of \$5,800,000, the cost per team was slightly more than \$40,000. Eleven classes were held in 1992, and 14 students received home training based on request, need and availability of suitable dogs. During this year, three dogs were changed during the course of training and eight students did not graduate. Two discontinued training because they did not want the responsibility of a guide dog, and six had medical or psychological problems.

Of the 144 teams graduated in 1991, 12 dogs were returned within one year of graduation. The primary reasons were poor health of the graduate, health, work or behavior problems of the dog and the graduate's dissatisfaction with the partnership.

Labrador Retrievers constitute the mainstay of GEB's training program. Ninety-three percent are Labs, 3% are Golden Retrievers and 4% are German Shepherd Dogs. Although some dogs are obtained from outside breeders to enrich their breeding program, all dogs in training come from the Guiding Eyes breeding program. Forty-fifty percent of dogs bred graduate as guides, with Labs having the highest graduation rate.

Puppies are placed in foster homes at seven-nine weeks of age, where they remain for 12-14 months. Potential puppy raisers must live close to one of GEB's 30 established puppy raising areas along the Eastern Seaboard, including New York, Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine, Maryland, Delaware, Virginia and North Carolina. The family member designated as having primary responsibility for the puppy is usually an adult, although teenagers can be primary raisers with parental support.

Interested volunteers do not need extensive dog experience but must enjoy dogs and be willing to put the time and energy into socializing and training the puppy. Raisers must keep the dog safe, be willing to follow the guidelines in the puppy raising video and manual provided by GEB and be willing to attend twice-monthly meetings supervised by volunteer area coordinators who attend annual training sessions at headquarters. Once every three months a staff member, specially trained in puppy rearing, visits each puppy and raiser to

provide instruction, recommendations and guidance. If there is a problem, follow-up visits are made by the staff or Area Coordinator.

In most cases raisers pay for dog food. However, in some areas sponsors provide the food. If a potential puppy raising family cannot afford the cost of the dog food, GEB will find a sponsor for that family. Raisers living close to headquarters are encouraged to use the services of the GEB veterinarian. For raisers farther away, some local veterinarians donate their services, and, in other cases, GEB takes care of expenses.

Individuals from all over the world are welcome to apply for a GEB dog. People from Israel, Canada, Puerto Rico and Bermuda are partnered with GEB dogs. Although those over the age of 16 may apply, it is preferred they no longer be in high school. Applicants with disabilities in addition to blindness are considered. As part of the application process for United States residents, a home interview is conducted by a staff member.

Upon request the application will be provided in large print, braille or on cassette. Other GEB material is also available on cassette.

In addition to name, home and work address and telephone numbers, information is sought about date of birth, marital status, number of children and their ages, previous guide dog experience, educational background, employment, loss of vision and reason for loss, residual vision and medical insurance. A question is asked about how the applicant heard about GEB. The form must be signed, dated and a social security number listed. An additional form for first-time applicants requests names and contact information for orientation and mobility trainers if service was provided in the last five years, rehabilitation counselors and other counselors, other guide dog schools attended and two personal references. A release of information form must be signed.

As part of the application packet, an explanation of the selection process is provided. If applicants are deferred rather than being accepted, they are told why. If the reason is challenged by the applicant, an appeals procedure is outlined.

The cost of transportation is paid for by the school, if requested. Due to a change of policy, graduates are no longer asked for a \$150 contribution.

More than 80% of those who apply are accepted for training. The major reason for deferring acceptance is the mental, physical or psychological inability to complete training or work successfully with a guide dog. In some cases a high level of functional vision might prevent a guide dog from enhancing the independent mobility of the applicant.

GEB tries to notify all applicants, retrainees as well as first timers, of the acceptance decision in six weeks or less. It usually takes from three-six months from receipt of completed application to the start of team training.

In the three-four months of training before the team is matched, dogs learn to ride buses, trains, subways, light rail, escalators and go through revolving doors. They guide in urban, suburban and rural conditions and at night. Traffic checks by staff and under natural conditions are conducted.

Guiding Eyes employs 14 instructors and three apprentices. Each trainer is responsible for a string of ten dogs. Many unsolicited resumes are on file, making it unnecessary for GEB to advertise positions or engage in active recruiting. Qualifications for apprentice positions include a valid driver's license and literacy. Instructional staff members are not required to take continuing education courses.

Guiding Eyes employs a full-time veterinarian. Several part-time nurses provide continuous coverage while students are in class. A blind GEB employee serves as Director of Alumni Relations, and volunteers and three blind people serve on the Board of Directors.

Two trainers and a supervisor work with a maximum of 12 students in a class. First-time students are required to stay for 26 days. An abbreviated 19-day training course is available to retrainees on a case-by-case basis. Factors considered are success with previous dog, need for a shorter training period and demonstrated dog handling skills during the home interview and in class.

Students arrive on a Tuesday and meet their canine partners on Thursday. Matching criteria include travel environment, physical stamina, orientation and mobility skills, dog handling skills and breed preference. Requests for specialized training are honored, unless they conflict with school policies.

Details about the daily schedule were withheld. It was noted that breakfast was served at 7:00 A.M. and the final lecture was at 7:00 P.M. Students receive 60-90 minutes of guide work in the community each day. It was noted that students are required to pick up after their dogs.

Students share double-occupancy dormitory rooms, although requests for singles are honored, if available. Each bedroom is equipped with a radio/television receiver and a telephone. Beer and wine are permitted after the day's activities are completed. Details about other dormitory rules were not provided. During leisure time, students can enjoy a large variety of braille, large print and talking books, braille games, piano, acoustical guitar, karaoke machine, accessible computer and exercise equipment.

Students are not permitted off-campus during the first weekend of training, although visitors are welcome on Sunday from 1-4:00 P.M. During the second weekend, visitors are welcome on Saturday and Sunday afternoons, and the student may go off-campus with a visitor, but the dog cannot be taken along. On the third weekend the graduation is held, and the teams go home. Provisions can be made to attend religious services or support groups, but usually the dog must be left behind.

The team's readiness to graduate is determined by its ability to successfully negotiate assigned routes without supervision. A formal graduation is held, during which graduates and puppy raisers are recognized for their achievements/contributions with certificates and/or photographs. After the ceremony raisers and graduates meet, and, if the graduate wishes, they can exchange addresses and information. In addition GEB encourages graduate interaction with raisers by having them do presentations at puppy raiser functions, such as socialization classes. Graduates are also invited to participate in speaking engagements and presentations, informal gatherings and the annual walkathon. Area puppy coordinators have a list of graduates who can be called upon to attend these activities.

At the conclusion of training, a contract must be signed in which the graduate agrees not to use the dog while guiding another blind person, not allow another blind person to use the dog as a guide, ensure the dog is not a nuisance to the public, use only those techniques and devices to control the dog approved by Guiding Eyes and provide annual reports on the dog's behavior and health. If the dog is no longer used as a guide, the dog, harness and collar must be returned. For the working life of the dog, Guiding Eyes agrees to provide on-going help and advice to the best of its ability. Such aid is guaranteed, even if the graduate decides to obtain title to the dog. Such title can be requested after two years of work.

In the initial contract Guiding Eyes agrees to provide a successor dog if the graduate abides by the terms of the contract and demonstrates a continuing need for a guide. The contract specifies that Guiding Eyes retains legal ownership of the dog.

Graduates may apply for transfer of title after two years of successful work. The transfer may be made if the graduate has followed the rules of the initial contract and specifically asks for transfer of title. Under the terms of this document, the graduate agrees not to sell, lease or rent the dog. The agreement must be signed and witnessed.

When graduates return home, they are required to fill out progress reports. Scheduled after-care visits are made every 15-18 months for graduates living on the east coast. If a graduate has a problem that cannot be resolved by phone, a trainer will be sent to work with the team in the home community. On rare occasions a team will be brought back to headquarters for a refresher course.

For those wishing to avail themselves of the services of the Guiding Eyes staff veterinarian, treatment is provided at no cost. At this time, no provision is made to assist other graduates with veterinary expenses. In situations of extraordinary need, assistance will be offered on an individual basis.

A newsletter, available in large print, braille and on cassette, keeps graduates in touch with activities at the school. A 14-member graduate council meets twice a year at headquarters to advise the administration and Board of Directors. In addition to its advisory

role, the council provides local support for graduates and informs interested persons about Guiding Eye's services.

Council members are selected by the staff and represent different regions of the country.

KANSAS SPECIALTY DOG SERVICE

Kansas Specialty Dog Service (KSDS) is located in Washington, a small county seat in the north-central part of the state. The mailing address is P. O. Box 216, Highway 36, Washington, KS 66968; tel. 913-325-2256; FAX 913-325-2258.

Established in 1990 by Bill Acree and Sarah Holbert, former puppy raisers, KSDS is the only program in the United States training guide dogs for the blind, as well as service dogs for physically disabled people and social dogs for placement in nursing homes and other facilities. KSDS is also the only program initially financed by state government grants.

The operating budget for 1993 was \$285,000. During that year, seven guide dog teams, 26 service dog teams and five social dogs were graduated. Taking the total of 38, the average cost was approximately \$7,000. As of December 31, 1993, five guide, 41 service and 11 social dogs were working.

In 1992 two students started guide training, but one did not graduate because of insufficient mobility skills. In addition to the guide dog, 15 service dogs and three social dogs were placed. With 19 placements and an annual budget of \$270,000, the average cost per placement was \$14,000. No guide dogs were placed in 1991.

Labrador Retrievers, Golden Retrievers and German Shepherd Dogs are used in the guide program. KSDS has a breeding program for these breeds. Ninety percent of the dogs in training come from the breeding program, while 10% are donated.

Puppy raisers from the middle western states foster puppies for 12-16 months. If children are the primary raisers, they must have parental consent and supervision. When puppies are 8 weeks old, families travel to KSDS to pick up their new charges. At that time, they are provided with puppy raising manuals and vouchers for free dog food. Monthly progress reports are required, and, wherever possible, groups of raisers are encouraged to participate in joint socialization activities. A staff member is responsible for supervising puppy raising activities. Many Kansas and Missouri veterinarians, members of their state veterinary medical associations, offer reduced cost or free care for foster puppies.

Applicants for a KSDS guide dog must reside in the United States, but may be younger than 16. At this time, the application form and other material are available only in standard print. Many applicants travel to headquarters for an interview and tour of the facility. For those who cannot be personally interviewed, a video of the applicant's home area and mobility skills is requested.

The application calls for name, address, age, height, weight, date of birth, occupation, home and work telephone numbers, disability, years and cause of disability, signature and

date. Since youngsters are eligible, parental or guardian's signature and consent is needed for the training of a minor. The form calls for the name and contact information for a person to be notified in case of an emergency. Applicants are asked if they are vocational rehabilitation clients, how they heard about KSDS, to describe the composition of the household in which they live, including dogs and other animals, and if they would be willing to come to headquarters for an interview. They are also asked to evaluate their cane mobility skills. Questions are asked about breed dislikes and reasons for these feelings. A description of the applicant's expectations of a guide dog is required. Questions are asked about modes of transportation used, type of area lived in, expectations of the distance the team will walk on a regular basis, pet partnership history, guide dog history, work setting and willingness to accept financial responsibility for a guide dog. A release of information is enclosed, as well as forms to be completed by a physician and a professional service provider. Three personal references from non-relatives are required.

Currently, applications are processed quickly, and prospective students can start class in two-six months. People with disabilities in addition to blindness are invited to apply. The most common reasons for not accepting an applicant are inadequate orientation and mobility skills and lack of motivation to take responsibility for a canine partner.

KSDS does not charge for the trained guide and equipment, but students must assume the costs of travel and room and board. Since there is no dormitory facility, students stay in nearby motels and must make arrangements for their morning and evening meals. This cost, estimated at \$1,000, is sometimes assumed by rehabilitation agencies or service clubs.

Dogs return to the school from their puppy homes at 14-16 months of age and go through four-ten months of training. They are trained on escalators and buses. They are taught to follow, use revolving doors and find empty seats. Dogs learn to work in urban, suburban and country conditions and to guide at night. Regular traffic checks by staff drivers and under natural conditions are part of the training program.

Two guide dog trainers work with a string of four-six dogs. Apprentices, hired through personal referrals, are required to have a high school education, a driver's license and a willingness to accept a variety of work assignments. All KSDS staff are encouraged to take courses to improve people skills and increase dog training techniques. At present, KSDS has no blind employees. However, the advisory board includes several guide dog users.

Students are required to train for 24 days. No distinction is made, at this time, between first-time and experienced guide dog users. A maximum of six students can be accommodated in a class instructed by two trainers.

Students arrive on a Thursday and meet their new canine partners on Friday. The matching process is based on personality, gait, size, breed preference and home and work

environment. Special needs identified in the application process can be met during the training course.

Breakfast, which is the responsibility of the students, can be eaten at the motel, at a restaurant or at the KSDS facility. Formal training begins at 9:00 A.M. During the morning session, dogs are fed, groomed and taken out for relief. Students are responsible for picking up for their dogs. Morning route work is followed by obedience and lectures. Lunch, supplied by KSDS, is served at noon. Afternoons follow the same pattern as the morning sessions. Most evenings are set aside for leisure activities. However, several evenings are devoted to night walks and group activities. Although students are responsible for evening meals, some of these are provided by local community and church groups.

Students have a choice of staying at two motels within a short walk of KSDS. Trainees have the choice of sharing rooms and costs or choosing private occupancy. Both motels have televisions in the rooms, but only one has telephones. Students must bring their own radios and alarm clocks. At each motel, an area has been set aside for relief, and students are expected to pick up after their dogs.

Since students are housed in motels, the usual rules and regulations found in residential programs do not exist. Aside from attending scheduled training sessions and lectures, those in training may spend their free time with friends or family. Students and their guests may enjoy the recreational facilities at KSDS until 10 P.M. These include a piano and organ, television and VCR, games and talking books. Students are asked to refrain from using alcohol and illegal drugs. For those attending support groups, the staff or volunteers will provide the necessary transportation. A variety of community activities can be arranged such as bowling and other sporting events, church services, school projects, theater, concerts, and a tour of the Pony Express Station/Museum within a short drive of the school.

Initially, trainees are asked to work their dogs only when an instructor is present. As teams gain confidence and efficiency, they are encouraged to work independently. Evaluation of the team's readiness to complete the course is based on the student's willingness to accept responsibility for, and bond with, his/her canine partner. In addition, ability to properly handle and control the dog is part of the assessment. The goal is a safe, happy working team.

A formal graduation for guide, service and social dog teams is held on the final Saturday of class. On that day, graduates meet their dogs' puppy raisers. Graduates learn about their canine partners' puppyhood, while raisers get to know their former charges' new human partners.

On the day before graduation, students are asked to sign the ownership contract. This document is sent in the initial application packet and is discussed during the first week of training. In the contract KSDS offers to help graduates in placing their retired dogs, if requested. In addition, if the human partner dies without making provision for the canine

partner, KSDS will assume responsibility for the dog. The only condition under which KSDS will reclaim the dog is if two authorized agencies, such as a humane society, police, etc., provide proof of physical or mental abuse.

Although KSDS welcomes applications from anyone living in the United States, its ability to provide after-care is limited to Kansas and surrounding states. Graduates are asked to submit quarterly progress reports during the first year after graduation, followed by semi-annual reports during the second year and once a year thereafter. Within one year of completion of training, those living in Kansas and neighboring states receive after-care visits. As a regional program, KSDS provides advice over the phone to graduates anywhere in the country but can only send a trainer to graduates living within a restricted geographic area. In some cases the team can be brought back to headquarters for a refresher course.

As a result of an arrangement made with the Hills dog food company, graduates receive subsidized food for the working life of their canine teammates. In addition, many members of the Kansas Veterinary Medical Association offer free or reduced cost care for the canine graduates of KSDS.

A newsletter, currently available only in standard print, keeps graduates informed about events at KSDS. Graduates interested in supporting the school can participate in a variety of fund raising activities.

LEADER DOGS FOR THE BLIND

Leader Dogs for the Blind (Leader), the largest guide dog school in the United States, is located about 25 miles from Detroit, Michigan. Its mailing address is 1039 South Rochester Road, P. O. Box 5000, Rochester, Michigan 48307; tel. 810-651-9011; FAX 810-651-5812.

In 1939 Don Shuur, Charles Nutting and S. A. Dodge, members of the Michigan Lions Club, founded Leader to assist a local osteopath in need of a guide dog. As a result, the school has been closely linked with Lions Clubs worldwide. Lions remain the single largest financial contributor to the Leader program.

In 1993 Leader Graduated 323 teams. With an annual operating budget of \$4,200,000, the average cost per team was \$13,300. Currently, Leader has graduates residing in more than 25 countries. As of December 31, 1993, Leader had 1,975 active working teams.

The annual budget in 1992 was \$3,800,000. Thirteen classes were held with 320 teams graduated, 274 from the United States and 46 from other countries. The cost per team was \$11,900. Fewer than 5% of those beginning training did not complete the course. No information was given about reasons for non-completion. Less than 3% of the dogs were changed during training. Home training was offered to 17 students based upon the admissions committee's assessment of individual needs.

In 1991, 303 teams were graduated. Information was withheld about the number of dogs returned within one year of graduation and the reasons for such returns.

Forty-five percent of the dogs trained at Leader are Labrador Retrievers, 20% are Golden Retrievers, 10% are German Shepherd Dogs and the remaining 25% are crosses in which these breeds predominate. Both retriever breeds and German Shepherds are part of Leader's breeding program, accounting for 40% of dogs going into training. An additional 40% of the training stock is donated, and 20% is rescued. Sixty percent of the dogs bred by Leader graduate as guides, compared with a 40% rate for donated and rescued dogs.

Applications are welcome from any country, and, if the applicant does not communicate in English, an interpreter may be asked to accompany her/him when training begins. Those over the age of 18 and no longer in high school are eligible to apply. Individuals with disabilities in addition to blindness will be considered for training. Leader has graduates with hearing loss and amputations. Travel expenses are the responsibility of the student but are frequently paid by Lions Clubs.

In some cases a home interview will be requested. This interview is conducted by a

field representative, a trainer or a staff orientation and mobility specialist. In other cases a video of the applicant's travel skills will be asked for.

The application is available only in standard print, although other publications are available in large print and braille. In addition to asking for name, address, work and home telephone numbers, age, sex, weight, height and date of birth, information is requested about current and past occupation, cause and onset of blindness and educational background. Questions are asked about rehabilitation training, language competence, marital and family status, household composition, type of dwelling and pets in the home. The name and address of a person to notify in case of an emergency and the source of referral to Leader are requested. The applicant is asked to include a photograph. Details of orientation and mobility training are sought, as well as a self-assessment of orientation and mobility skills. A checklist is provided to help describe the applicant's living and working areas. Details of prior guide dog partnerships are requested, as well as concurrent applications to other training programs. A question is asked about smoking habits and allergies to smoke. Names, addresses and telephone numbers of six personal references, not family members, are asked for. The application must be dated, signed and witnessed.

An extensive health questionnaire must be completed. In addition forms are supplied to be filled out by a physician and an ophthalmologist. A release of information must be signed.

Although no percentage was given for the acceptance rate, the major reason for non-acceptance was poor travel skills. In such cases individuals are referred to their local orientation and mobility specialists and urged to re-apply when their skills have improved. First-time applicants are notified of acceptance within three to four weeks of receipt of completed forms, while those seeking partnership with successor dogs are notified in two weeks. New students begin training three-four months from receipt of completed applications, while retrainees wait only one-three months.

Successful applicants are asked to sign a liability waiver, which absolves Leader from responsibility for injury caused during training. In addition a publicity release must be signed giving Leader the right to use any photographs, videos or other material produced based on the student's training at the school for publicity and fund raising purposes.

Puppy raising is a family project, involving all members. If a child or children take on this responsibility, parents or guardians must pledge their support. Single adults and retired couples also volunteer. All puppies must be house dogs and can be given freedom to run only within a fenced yard. Raisers must agree to respect the leash laws and abide by the recommendations contained in the puppy raising manual. The school is in contact with raisers four times a year by telephone or questionnaire. If a visit is considered necessary, a staff member or special representative will be sent.

Puppies usually enter their foster homes at seven-eight weeks of age and remain until they are 12-15 months old. Raisers are responsible for providing puppy food and veterinary care, unless they take their charges to Leader's veterinary clinic. Since some dogs in training have not been raised in foster homes, Leader's policy is not to have puppy raisers meet the students partnered with their charges.

Dogs receive a minimum of four months of training, during which they learn to ride on escalators, buses and light rail, go through revolving doors, follow and guide at night and under urban, suburban and country conditions. Traffic checks are done twice during training and at least once during class. Staff members drive the vehicles during scheduled checks.

The training staff consists of 25 instructors and four apprentices. Each trainer works with a string of eight-ten dogs. Leader has no need to recruit staff, as each year there are hundreds of applicants with a wide range of experience and background. Candidates are considered from these applications. Interviews are conducted, and selections are made. Minimum criteria for selection as an apprentice are a high school diploma and one year experience in Leader's kennel facility. All staff are encouraged, but not required, to participate in continuing education courses.

Two full-time veterinarians are employed by Leader. One full-time and nine per diem blind field representatives are on staff.

Five instructors work with a class of 24 students. First-time students spend 25 days in training, while retrainees must schedule 21 days. Some retrainees, based on an individual assessment, may complete training in a shorter period of time. Usually, only Leader graduates are considered for retrainee status. However, individual consideration about an earlier departure date is given to graduates of other schools based on their skill and proficiency in working with their Leader dogs.

Students arrive for training on Sunday and meet their canine partners on Wednesday. Breed preference is a consideration in the matching of teams. The goal is to provide a matched unit based on gait, balance, speed, physical condition, lifestyle, occupation and working and living conditions. The standard program can be modified to train for special needs, as long as the team's safety is not jeopardized.

Students awaken at 6:15 A.M. and relieve their dogs. Breakfast is served at 8:00, and community training begins at 9:00. When the class returns at 11:30, the dogs are relieved, and lunch is served at noon. The afternoon training session is from 1-4:00 P.M., after which dogs are again relieved. Dogs are fed at 4:45. Supper is served at 5:00, and, on Mondays, Wednesdays and Fridays, lectures are presented from 6-8:00. Final dog relief is at 8:00. Students are taught, but not required, to pick up after their dogs. Grooming is done three times a day and obedience at least once a day before a community work session. A snack is served at 8:30 for diabetics and others requiring dietary supplements. Team training takes place Monday-Saturday, with Sunday as a day off.

Dormitory rooms are double occupancy. Radios are available on request. Public telephones for student use are located in the dormitory. Smoking in bedrooms is permitted only with the roommate's acquiescence. Otherwise, smoking is restricted to a smokers' lounge. No alcoholic beverages are allowed on the campus. Students are asked to be in their rooms with lights out at 11:00 P.M.

Visitors are welcome on Sundays from 1-4:00 P.M. However, students are not allowed off-campus with their guests or for recreational purposes. Accommodations are made for attendance at religious services and other community support groups, as well as medical appointments. Leader offers a variety of leisure time activities. They have a large screen television with a VCR, exercise equipment, musical instruments including piano and guitar, games, braille and recorded material and an accessible computer. They have an outdoor antenna to which a ham radio can be attached. Arrangements are made for local performers to come to the school, and bingo nights are held.

A team is judged ready to return home when a two-square-block route can be successfully negotiated without assistance. Upon the completion of the course, an agreement is signed giving graduates full ownership of their dogs. The identification card, harness and leash are acknowledged as the property of Leader, to be returned to the organization when the dog no longer functions as a guide. As part of this agreement, the graduate exempts Leader from any liability for the dog's behavior after leaving the school. The agreement further specifies that, if the graduate no longer desires the dog as guide, if the dog is abused, if the title to the dog is transferred or if the graduate permits anyone else to use the dog as guide, Leader can reclaim the dog. Graduates are provided with a set of instructions about obedience, grooming, feeding, relief, fleas, health care and tips about working in the winter.

Graduates are asked to communicate with the training staff 30-45 days after returning home, describing the team's progress. If no communication is received, Leader will follow up by phone. Scheduled after-care visits are not made, but when a graduate has a problem that cannot be handled over the phone, a trainer can be sent to work with the graduate in the United States, Canada, Mexico and Spain. If the situation warrants, a team may be brought back to the school for a refresher course.

Graduates keep in touch with activities at Leader through a newsletter available in standard and large print, braille and on cassette. They are asked to represent Leader at some fund raising functions, but it is clearly understood participation is voluntary.

PILOT DOGS, INC.

Pilot Dogs, Inc. (Pilot) is located in the heart of Columbus, Ohio at 625 West Town St., Columbus, Ohio 43215; tel. 614-221-6367, FAX 614-221-1577. The school is located within walking distance of the central business district.

Pilot was founded by Stan Doran, Everette Steece and Charles Medick and was incorporated in 1950. Stan Doran, a partially sighted guide dog trainer in another state, recognized the need for a school in his home state of Ohio.

Pilot graduated 163 teams in 1993. With an operating budget of \$906,000, the average cost per team was \$5,500. As of December 31, 1993, Pilot had 950 active teams.

In 1992 Pilot graduated 155 teams, with ten residing outside the United States. With an annual operating budget of \$850,000, the cost per team was \$5,500. Information was not provided about the number of students failing to complete training in 1992, the reasons for not completing the course, the number of students having their dogs changed during the course of training, the number of teams receiving home training and the criteria for home training selection. In addition data were withheld about the number of teams graduated in 1991 and the number of dogs returned within one year of graduation, as well as the reasons for such returns.

In contrast to most other programs, Pilot trains a wide variety of breeds. Labrador Retrievers account for 62% of the dogs trained, German Shepherd Dogs 14%, Doberman Pinschers 10%, Golden Retrievers 6%, Boxers 6% and Vizslas 2%. All of the above-named breeds are used in Pilot's breeding program. Approximately 60% of dogs trained are recruited from the breeding program, and 40% are obtained through donations. Sixty-two percent of their own dogs graduate as guides, compared with a graduation rate of 22% for donated dogs.

Puppy raisers are recruited from the ranks of 4-H members living within a radius of 250 miles of the campus. Puppies are placed in foster homes when a veterinarian considers them ready for placement. After being socialized for 12-14 months, they are returned to Pilot for training. Pilot did not give information about the training and supervision of puppy raisers, whether puppy raisers assume the costs of dog food and vet care and whether or not puppy raisers have the opportunity to meet the blind men and women who will be partnered with their charges.

Applicants for Pilot Dogs are not restricted to the United States and Canada. Currently, Pilot has graduates living in Guatemala and other countries in Central America, Spain and Israel. Pilot has no fixed minimum age for applicants and evaluates applications on an individual basis. Applicants are initially interviewed by phone. If the decision for

acceptance cannot be made based on the telephone interview, a home interview may be conducted. At that time, a video of the applicant's orientation and mobility skills may be made for further review at headquarters. The only reason given for rejecting an applicant is medical problems, although Pilot accepts applicants with disabilities in addition to blindness.

The application is available in standard and large print. In addition to the application form, references from four non-relatives, a full-length snapshot and a doctor's report are required.

The application form asks for name, address, telephone numbers at home and work, date of birth, height, weight, marital status, medical insurance company and policy number. Information is sought about environment, including city, urban or suburban setting, type of housing, names, ages and relationship of those with whom the house is shared. Questions about education, current employment and orientation and mobility training, as well as prior guide dog experience and pet ownership, are asked. Applicants are requested to describe the cause of blindness, level of remaining vision and disabilities in addition to blindness.

Applicants are asked the name of the nearest airport and, if residing within 200 miles of the school, the preferred means of transportation to Columbus. A question about breed preference is asked, although the applicant is cautioned that the final decision about breed and matching will be made by the trainer. A release of liability and a release of information form have to be signed.

Applicants are required to agree not to use the dog for mendicancy, defined as the acceptance of money without rendering comparable service or merchandise. Although Pilot states it gives ownership to graduates, the contract signed states that if the dog is no longer used, if the blind person is disabled or dies, Pilot has the right to reclaim the dog. This document must be certified by two individuals witnessing the applicant's signature.

After completion of the application process, a first-time applicant will be notified of acceptance within three-four weeks. Training should begin within four-twelve weeks of completing the application process. Pilot graduates applying for successor dogs are processed immediately and begin training as soon as possible. The only limitations on immediate commencement of training are the breed choice of the retrainee and the availability of that breed, the special training needs of the retrainee and his/her time constraints. Information was not furnished about the acceptance rate for those seeking a Pilot dog. Travel expenses only for those applicants residing in the United States are covered by the school.

Pilot dogs begin their four-six month training activities at one-one and a half years of age. Dogs are trained to ride on escalators and buses, go through revolving doors and work safely at night and in urban, suburban and country conditions. Staff drive for traffic

checks while the dogs are in training, and traffic checks under natural conditions take place during team training.

Pilot's training staff consists of seven instructors and five apprentices. Each trainer works with a string of 10-14 dogs, depending on the experience of the trainer. Training staff positions do not have to be advertised since the school has a large number of resumes on file. When reviewing candidates for a training staff vacancy, the Personnel Committee looks for maturity and experience in the social work field. Staff are encouraged, but not required, to participate in continuing education courses.

Pilot employs a veterinarian and has a blind student services coordinator on staff. Although Pilot does not employ a nurse, when students are in class, a nurse is on call.

With an average class size of eight students working under the direction of two trainers, Pilot runs 17 classes during the year. Classes for first-time students are four weeks, while classes for retrainees run two-three weeks. Only Pilot graduates are classified as retrainees.

Most students arrive on Sunday, and first-timers meet their new canine partners on Wednesday, while retrainees meet their new teammates the day after they arrive. Matching is based on various considerations, including breed preference, personality of both dog and student, the student's capabilities and the environment in which the team will live and work.

Students are awakened at 6:00 A.M., and breakfast is served at 7:00. After breakfast, dogs are fed and groomed. The class gathers at 8:00 to talk about the day's planned activities. Obedience is done between 8:30-9:00 A.M. Dogs are taken out for relief before and after each instructional walk and whenever the student believes it is necessary. During the first few days, dogs are taken out for relief every half-hour. Students are shown how to pick up after their dogs, but are not required to do so. Team training in the community is done from 9:00-noon. Lunch is served shortly after noon, followed by an evaluation of morning activities and discussion of afternoon training. Afternoon training in the community is done from 1:30-5:00 P.M. The evening meal is served at 5:00, followed by feeding and grooming of dogs. Evening lectures are conducted from 7-8:00, followed by free time.

When students have special needs, such as working their dogs around livestock or zoo animals, Pilot provides additional training not covered by the standard curriculum. The team's competence is evaluated by the Director of Training through weekly solo walks. No formal graduation ceremony is held at Pilot Dogs.

Dormitory rooms are shared by two students, and each room has a telephone. Dormitory rules prohibit students' visiting in the rooms of students of the opposite sex. Alcoholic beverages are not permitted in the dormitory, and students are expected to be in their rooms by 11:00 P.M. During leisure time, students can enjoy musical instruments, games, recorded and braille literature, exercise equipment, television and walks in an on-

campus park. Radios are available in each student room. Public telephones are available on the premises for student use.

Visitors are welcome during evenings and all day Sunday. Students getting a dog for the first time must wait nine days before visiting privileges begin, while retrainees need wait only four days. Accommodation is made for students needing to attend support groups. Students wishing to attend church during the first Sunday of class can do so in the company of an instructor, family member or someone who can transport them. After that first weekend, students can leave in the evening if accompanied by a trainer, family member or other person providing transportation. The decision of whether the canine partner can go along on these outings is made on an individual basis by the trainers. Usually, students are permitted to leave the school during the third weekend accompanied by their dogs.

After returning home, graduates are asked to fill out progress reports. If problems arise, help will be offered by telephone. If the problem persists, the team may be brought back for a refresher course or a trainer may be sent to the team's home area. This can only be done for those residing within the United States.

Pilot is the only guide dog school with an active alumni association. This association produces its own newsletter, available in alternative formats. The association has annual conventions where members enjoy social activities and participate in obedience competition and demonstrate proficiency in a guide dog obstacle course. Recently, the association has taken on the role of an advisory council. The president sits on Pilot's Board of Directors, as well as on several of the Board's committees. Graduates interested in assisting Pilot's fund raising efforts volunteer to speak at service clubs and do guide dog demonstrations.

SOUTHEASTERN GUIDE DOGS, INC.

Southeastern Guide Dogs, Inc. (Southeastern) is located in a small western Florida city near Tampa. The mailing address is 4210 77th Street East, Palmetto, Florida 34221; tel. 813-729-5665 FAX: 813-729-6646.

Founded in 1982, Southeastern is a regional training center established to provide guides for those living in the southern United States. By breeding, raising and training "southern" dogs, Southeastern believes their guides are more acclimated to the southern environment, weather and other factors which enable the guide dog teams to have a longer, healthier and safer working relationship. The impetus for this program came from Harris Silverman, a local dog-loving ophthalmologist, who wanted to keep his blind clients independent, active and mobile.

In 1993 Southeastern graduated 122 teams. With an operating budget of \$896,000, the cost per team was approximately \$7,000. As of December 31, 1994, Southeastern had 419 active working teams.

In 1992 Southeastern graduated 107 teams from the United States, one from South America and one from Canada. With an operating budget of \$768,000, the cost per team was slightly more than \$7,000. Eight classes of approximately 12 students were held in 1992, and 10 students received home training. Those who received home training were youngsters below the age of 16, working professionals previously partnered with a Southeastern dog, individuals responsible for the care of a chronically ill relative living at home, applicants with medical care needs not available at the school and seniors over the age of 75. Five of the 114 students beginning training did not complete the course. One left for health reasons, two left for personal reasons and two were sent home for further orientation and mobility training. After improving orientation skills, one student returned the following year to graduate with a guide. Records were not kept detailing the number of dogs changed during the course of training.

Of the 96 teams graduated in 1991, eight dogs were returned within one year of graduation. The reasons were three mismatches, two automobile accidents, one health problem, one ownership enacted and the death of one graduate.

A wide variety of breeds are trained as guides by Southeastern. All except the Border Collie are part of a breeding program. Donated and rescued dogs are accepted, but only about 10% successfully complete the program.

Seventy percent of the dogs graduated are Labrador Retrievers. An additional 15% are Australian Shepherds, with Smooth Coated Collies, German Shepherd Dogs and

Labrador-Golden Retriever crosses representing 4% each. Finally, Vizslas, Golden Retrievers and Border Collies each contribute 1% to the total of dogs graduated.

Of the dogs bred, raised and trained to be guides, Southeastern has its greatest success with Labradors, indicating that 85% of their own stock graduate as guides. Australian Shepherds have a graduation rate of 65%, followed by smooth coated Collies and Vizslas with 60% completion rates. Border Collies, Goldens and Golden-Lab crosses have a 50% rate, followed by German Shepherds with a 20% rate.

Maintaining its regional commitment, Southeastern recruits volunteer puppy raisers from southern states. Puppies are placed with their raisers at 12-14 weeks of age and remain there for a minimum of one year. A puppy raising manual is provided to raisers, and they are encouraged to remain in touch with the program and call if problems arise. They are encouraged to attend monthly training sessions and outings. Twenty-one regional volunteer supervisors work with teams in their area. Each puppy raiser, except in Texas, is visited three times a year by the puppy raising supervisor or a training instructor. Southeastern pays all puppy veterinary costs, while the raisers assume the cost of puppy food.

Blind southerners, 14 years or older, are eligible for a Southeastern guide dog. Canadians who spend several months a year residing in the south are also eligible. Whenever feasible, a home interview is conducted. Where not feasible, applicants are asked to send a video showing their mobility skills in their home area. Those entering training pay their transportation to and from the school.

People with disabilities in addition to blindness are invited to apply. In 1993 approximately one-fifth of those graduating from the program had disabilities in addition to blindness. Working with Paws With a Cause, a service dog training program, Southeastern placed a combination guide/service dog with a blind wheelchair user.

Applications and other Southeastern materials are available in standard and large print. The applicant is asked for name, address, telephone number, date of birth, social security number, sex, height, weight, marital status and number of children. Questions are asked about current living conditions including urban/rural location, type of residence and those residing with the applicant. Information is solicited about why the applicant wants a guide dog and how she/he heard about Southeastern. If the applicant has previously worked with a guide dog, information is sought about that experience. Descriptions of educational, occupational and rehabilitation backgrounds are elicited. The applicant is asked to describe current health and vision conditions and list health insurance carrier. A release of information and a release of liability statement must be signed, as well as a statement attesting to the truth of the information provided. A four-page medical report must be completed. References from a rehabilitation counselor, an orientation and mobility trainer, a supervisor, if employed, and three non-related individuals are requested.

An ownership agreement is also included in the application material, which must be signed before the completion of training. Southeastern agrees to provide a trained dog, equipment, room, board and training for the student. The graduate is permitted to have the dog and equipment as long as, in the sole judgment of Southeastern, the dog is being properly used and treated humanely. The graduate recognizes Southeastern retains legal ownership of the dog and has the right to reclaim the dog if any of the conditions listed in the contract is violated.

Enclosed in the application package is a form which must be signed and witnessed. The form states that if the canine partner is no longer needed or if the human partner dies, becomes disabled or incompetent, the dog will be returned within 15 days at no cost to Southeastern.

Eighty percent of applicants are accepted for training. Many initially considered ineligible are accepted at a later date after improvement of health or mobility skills.

First-time applications are processed in three to four months, and those accepted enter training three to six months later. Graduates of Southeastern needing a successor dog are processed immediately. Only an updated medical report is required, and training begins two-four weeks after the retrainee has applied.

Dogs entering the four-six month training program are usually 16 months old. Training includes on- and off-lead obedience, a variety of find commands and follow. Dogs learn to go through revolving doors, ride on buses and escalators and guide at night and in urban, suburban and country settings. Particular attention is paid to off-curb country and residential training, since these conditions are prevalent in the South. When home training is offered in Atlanta, Georgia, training on light rail is included. Traffic checks are done by staff a minimum of 3 times in the course of training.

Southeastern employs 10 instructors, one apprentice and one training assistant. Trainers are encouraged to continue their education, and Southeastern will pay tuition costs. Each instructor is responsible for the training of eight-ten dogs. When hiring new instructional staff, Southeastern looks for education and/or experience in kennel work, dog handling, especially military or police, social work or related disability services. One employee, a house parent, is blind.

Twelve-fourteen students arrive for training at Southeastern on a Monday and meet their four-legged teammates the next day. First-time guide dog users are required to spend 26 days in residence. Those who have had five years or more of successful guide dog partnership with a dog from another program may complete training within a 10-18 day period. A Southeastern graduate having five years or more successful guide dog work spends seven-ten working days in residence.

Two instructors and a supervisor are responsible for each class. Teams are matched based on a number of criteria, including the area in which the student lives, works and

travels, health, strength and stamina, orientation and mobility skills, breed preference, family involvement and the student's short- and long-term goals.

Students are awakened at 6:00 A.M. and take their dogs out for relief. Students are required to pick up after their dogs. Breakfast is served at 7:00, followed by obedience exercises at 7:45. The school provides a satellite facility in downtown Bradenton to facilitate community training. Morning training sessions run from 8:10 to 11:30. Lunch at headquarters is served at noon, followed by the afternoon in-community training session from 12:45-3:45. Dogs are fed at 4:15, with the evening meal served at 5:00. Obedience is done at 6:00, followed by lectures at 6:30. Saturday training until 1:00 P.M. is mandatory and, although Sunday training until 1:00 P.M. is voluntary, usually half the class takes advantage of this additional training session.

During the course of training, each team is evaluated by the class instructors on a variety of factors, including the team's ability to work on escalators, elevators, buses and stairs. Performance in malls, restaurants and stores is evaluated. Competence in obstacle avoidance, safety in traffic, working on broken pavements and curb work is also measured.

Double room accommodations are provided for students during the training course. Each room is equipped with a radio with TV bands. Students have the use of telephones located in the dormitory. House rules prohibit alcohol or non-prescription drugs, verbal or physical abuse and sexual harassment. During leisure time, students have access to braille and talking books, braille games and a nature trail surrounding the 24-acre campus. On weekends a corps of volunteers escorts interested students off the grounds on trips to shops, church, to go horseback riding or to take a ride on an antique train.

Every effort is made to assist students needing to attend twelve-step or other support groups. On weekends visitors are welcome in the dormitory from 1:00-5:00, while students can leave the campus from 1:00-9:00 P.M. First-time trainees can leave with their dogs on the second weekend of class, while retrainees, with the instructor's permission, can take their canine partners off-campus on the first weekend. During these outings, students are encouraged to work their dogs in harness. If problems arise, they can become the focus of further training.

During the second weekend of class, Southeastern hosts a get-together where puppy raisers and blind students have the opportunity to meet, socialize and exchange dog stories.

Southeastern provides after-care visits only for graduates living in the region of the country served by the program. After returning home, graduates are asked to respond to a questionnaire soliciting information about the team's adjustment. An initial visit is made eight-ten weeks after completion of training. Following a second scheduled visit during the first year, annual visits are made. If graduates experience problems unable to be solved by phone or the visit of an instructor, they may be brought back to the school for a refresher course. All graduates are required to fill out progress reports. If the dog has a major

medical problem within six months after graduation, the program will assume all costs or provide a new canine partner.

A graduate newsletter is available in print or on cassette. Interested graduates present talks to service clubs and raise funds for the annual walkathon. In early 1993 a graduate council was appointed by the school to assist in the following areas: public relations, contact with agencies serving the blind, fund raising and support for new applicants and recent graduates. The council will meet with the Board of Directors in an advisory capacity.

THE SEEING EYE, INC.

The Seeing Eye, Inc. (Seeing Eye) is located in Morristown, a small, but busy, New Jersey county seat about 35 miles west of New York City. The mailing address is P. O. Box 375, Morristown, NJ 07963-0375; tel. 800-539-4425

Seeing Eye is the pioneer guide dog school in the United States. It was founded in 1929 by Morris Frank and Dorothy Eustis. Because Seeing Eye pioneered the guide dog movement in this country, there is a tendency for the general public to incorrectly refer to any guide dog as a seeing eye dog. Many of the techniques first developed and/or used by Seeing Eye have been followed by other schools.

As a result of an expansion program, the Seeing Eye graduated 262 teams in 1993. With an operating budget of \$8,000,000, this averaged out to \$30,500 cost per team. As of December 31, 1993 the Seeing Eye had 1,620 active working teams.

In 1992 Seeing Eye graduated 229 teams, 210 from the United States and 19 from Canada. With an operating budget of \$8,000,000, the cost per team was approximately \$35,000. Twelve classes of approximately 18 students were held in 1992. Eight of those who started training did not complete the program, mostly for health reasons. Information was not provided about how many students had their dogs changed during the course of training. Home training was provided for 10 applicants with special needs.

In 1991, 230 teams completed training. Home training was provided for seven applicants with special needs. Information was not supplied about the number of dogs returned within one year after graduation and the reasons for such returns.

Of the dogs used as guides, 40% are German Shepherd Dogs, 40% are Labrador Retrievers, 10% are Golden Retrievers and the remaining 10% come from a variety of other breeds. Eighty-seven percent of the dogs entering training come from Seeing Eye's breeding program, while 8% are purchased and 5% are donated. Labradors and Shepherds are supplied by Seeing Eye's breeding program, and these have a 75% rate of completion of training, compared with 33% and 51% for donated and purchased dogs, respectively. As a result, approximately 85% of dogs graduated come from Seeing Eye's breeding program.

Puppy raisers volunteer to foster Seeing Eye puppies for the first year of the puppies' lives. Puppies enter their new homes with families in New Jersey and surrounding states at the age of 6-8 weeks. These families are supplied with a puppy raising manual and are required to participate in monthly training classes supervised by staff and volunteers. Seeing Eye assumes the cost of food and veterinary care for foster puppies. It is Seeing Eye policy not to introduce puppy raisers to their dogs' new partners.

Canadians and Americans over the age of 16 interested in obtaining a Seeing Eye dog must fill out an application which asks for name, address, phone number, Social Security number, length of residence in present home and former address. Additional personal information sought is the applicant's date and place of birth, height and weight, marital status, dependents and ages of children. Information about educational background is requested. Facts about participation in sports, before and after blindness, are solicited. Occupational information and details about current sources of livelihood are sought.

A description of current living conditions is required, including physical and social aspects. Applicants are asked to assess their knowledge of the neighborhood in which they live. Questions about other family members' blindness and attitudes toward bringing a guide dog into the home are posed. A history of previous pet ownership, including dogs, is requested. The applicant is asked why he/she is seeking partnership with a Seeing Eye dog and why a guide dog would be beneficial.

Several questions are asked about the applicant's blindness, including cause and duration. A question about knowledge of braille is included. Those with partial vision are asked if they would be willing, if the staff believes it necessary, to train while wearing dark glasses in order to eliminate reliance on remaining vision. For Seeing Eye graduates applying for a successor dog, a greatly abbreviated form must be completed.

A medical examination report must be submitted, and the applicant signs a release of information allowing Seeing Eye to obtain medical and other records from professional persons and organizations that have worked with the applicant in various types of educational or rehabilitation programs. Three personal references are requested. In addition the applicant releases Seeing Eye from all liability.

Seeing Eye requires a first-time student to pay \$150 for the service and dog. A returning student is required to pay \$50. Installment payments are accepted. Transportation costs are assumed by the school.

People with disabilities in addition to blindness are considered on an individual basis. No information was given about the rate of acceptance of applicants, but the major reason for non-acceptance is health.

Completed applications are processed in eight-ten weeks for first-timers and two-four weeks for retrainees. Retrainees are defined as those previously partnered with a Seeing Eye dog. Once accepted, students begin training within two-six months.

Dogs enter the three-month training program at 13-18 months of age. During this time, they are trained to guide their partners on subways, trains and buses, through revolving doors and on escalators. They learn to follow and retrieve. They work in urban, suburban and country conditions. Traffic checks are conducted by staff members and under natural

conditions. Individual training needs of particular students can be met. If students request night walks, this training will be provided.

The training staff consists of 17 instructors and five apprentices. Seeing Eye does not advertise for apprentices but receives many applications from interested job seekers. When an opening occurs, this list is consulted. Apprentices are expected to be in good physical health, have dog handling experience, teaching skills and to have taken college courses. All training staff are required to maintain up-to-date skills by attending lectures at headquarters and taking courses at local colleges, when available.

Seeing Eye employs two veterinarians and has 24-hour on-site nursing coverage. Two full-time staff members are blind. One is Director of Outreach and the other is Manager of Community Relations and Student Advocates. In addition two of the 21 trustees are graduates of the Seeing Eye.

As a result of an expansion program, Seeing Eye can now accommodate 24 students in a class, working with four instructors. New students are required to be in residence 27 days, while the requirement for retrainees is 20 days. Students arrive on Saturday and meet their new canine partners on Sunday. When asked to describe the matching criteria, Seeing Eye's response was it was too complex to categorize.

Students are awakened at 6:00 A.M. After dogs are fed and taken out for relief, breakfast is served at 7:00. Students spend an hour in the community each morning, working their dogs in harness. Coffee and snacks are available at all times. Before lunch students do formal obedience exercises and relieve their dogs. Lunch is served at 12:10 p.m., and, in the afternoon, the team trains for an additional hour. After returning to the campus, dogs are fed, relieved and groomed. Lectures and discussions are presented after students finish the evening meal, served at 5:30 P.M. The final dog relief is at 8:00 P.M. Trainees are taught to pick up after their dogs, but are not required to do so.

Dormitory facilities are primarily single room occupancy. Telephones and Library of Congress modified cassette radios are available in each room. The student residence at The Seeing Eye is on three levels and has four residential wings. The bedroom areas are for the exclusive use of students. Men and women are housed in separate wings and are not permitted in each other's bedrooms. For those of legal age, beer and wine are permitted in the student residential area.

A common lounge for all students is provided on the second floor and separate lounges for men and for women students on the first floor. Each lounge has a kitchenette and is equipped with TV, VCR and a complete stereo system. The common lounge has an organ and a piano. Smoking is not permitted outside of the smokers' lounge, which is located on the second floor.

Visiting hours are scheduled for weekend afternoons. The west end of the building contains the Dorothy Eustis Lounge and the Morris Frank Room, available to students

during their stay. This area contains a complete stereo system and baby grand piano. Group functions for students and visitors are often held in these areas.

The lower level of the student residence contains vending machines, a variety of exercise equipment and a student library. The Seeing Eye Student Technology Center is located within the library. It contains state-of-the-art computer equipment, which students are welcome to use during their stay at the school. Along with speech and screen review packages from all major vendors, the Center includes a CC-TV, CD-Rom, reading machines, laser and braille printers, games, a modem and a variety of commercial software.

At Seeing Eye students are not permitted off-campus except for religious services, 12-step programs or emergencies. All exceptions to this rule require individual assessment.

For those teams completing the training program, there is no formal graduation ceremony. Evaluation of the team's competence is based on an assessment of overall performance. A policy from which Seeing Eye has never wavered is granting unconditional ownership of the canine partner upon completion of training.

Since graduates own their dogs, they are not required to send in progress or veterinary reports. During the first year after graduation, the school will pay any veterinary expenses beyond those required for regular check-ups and inoculations. After-care visits are made only at the graduate's request. When a problem cannot be solved by telephone or an after-care visit, a team may be brought back to headquarters for a refresher course.

Contact with graduates is maintained through a newsletter available in print, braille and on cassette. A variety of other Seeing Eye publications is also available in accessible formats. Graduates desiring involvement in fund raising activities are encouraged to participate.

UPSTATE GUIDE DOG ASSOCIATION, INC.

Upstate Guide Dog Association, Inc. (Upstate) is located in western New York State near the city of Rochester. The mailing address is P. O. Box 165, Hamlin, New York 14464; tel. 716-964-8815; they have no FAX number at this time.

Upstate, the newest American guide dog school, was founded in 1992 by Jeffrey Buttermann, who adopted the home training model. In 1993 four teams were graduated. With an operating budget of \$44,000, the cost per team was \$11,000. As of December 31, 1993, Upstate had eight active working teams.

Upstate trained five teams in 1992. With an operating budget of \$44,000, the average cost of an Upstate team was approximately \$9,000. All students who began training in 1992 completed the program. One student's dog was changed during the course of training.

Currently, Upstate has one trainer on staff who works with a string of four dogs. Of the five dogs graduated in 1992, three were Labrador Retrievers and two were Golden Retrievers. In addition to the retrievers, smooth Collies and Boxers are in training as future guides.

Seventy-five percent of dogs in training were donated by local breeders, while 25% were rescued. Of the donated dogs, 60% were graduated as guides. Of the rescued dogs, 40% graduated.

A puppy raising program has been established to foster dogs until they are old enough to enter training at the age of 12 to 18 months. Donated puppies can enter their new homes as early as eight weeks. Dogs donated later in puppyhood will spend less time in the foster home environment. Petwise, a Rochester-based pet supply company, donates food, collars and leashes for the foster puppies. If they are financially able, raisers are asked to assume veterinary costs.

Puppy raisers are located in close geographic proximity to the training center. Puppy raising families participate in training classes, meet in informal gatherings and receive regular follow-up visits and telephone calls from staff and members of the Board. During team training, raisers are offered the opportunity to meet the student who now has stewardship of their puppy.

The application form asks for information regarding occupation and employment status, as well as name, address, telephone number and work number. Information is sought about educational background and mobility training. The applicant is queried about prior guide dog history and acquaintance with other guide dog users. Information is requested about the applicant's neighborhood; urban, suburban or country. The applicant is asked

about the nature of her/his blindness and if additional disabling conditions exist. A question is asked about how the applicant heard about Upstate and whether the applicant can commit to a three-week training period.

A charge of \$250 for the dog is mentioned in the application, and the potential student is asked about her/his ability to pay this fee. A medical report and diagnostic description of the applicant's eye condition are requested. The applicant is informed that a home interview will be conducted as soon as possible.

Upstate accepts applications from any blind person in western New York State believed to be physically able to handle a guide dog. Currently, the acceptance rate is 85%. Upstate will not consider applications from those who are mentally or physically unable to benefit from partnership with a guide dog. Applications are welcomed from people with disabilities in addition to blindness. Although applications are accepted from those 16 years or older, it is suggested students be out of high school before beginning training.

The application, as well as other Upstate literature, is available in braille. Processing of applications takes one to two months, and successful applicants begin training within four months of acceptance. The \$250 fee students are asked to pay can be made in installments. However, no qualified applicant is denied a guide dog because of inability to pay. Since the instruction takes place in the student's home environment, there is no cost for transportation or incidental living expenses.

Dogs receive a minimum of three months of guide training, during which they learn the following tasks: to follow; to find an empty seat; to safely negotiate revolving doors; to ride on buses and, at the student's request, to ride on subways and escalators. Dogs have been trained in urban conditions, as well as in areas without sidewalks, and have been trained to guide at night.

Based on the home interview and an evaluation of the student's orientation and mobility skills, walking speed, strength, physical coordination and urban, suburban or rural living conditions, the best match is made. When not working the dog in harness, the student is instructed in the general care of the canine partner. Discussions about feeding, grooming, veterinary care and practice of obedience exercises take place.

Team training is on a one-to-one basis in the student's home setting. First-time guide dog users train for two to three weeks, longer if necessary, and retrainees for a minimum of two weeks. Retrainees are defined as those who have had guide dogs from Upstate or any other school. Because training is highly individualized, it begins on a day of the week designated by the student, generally a Monday. Retrainees will meet their canine partners on the first day of training, while first-timers will receive a day of orientation and will meet their canine partners on the second day.

Students work from 9:00 A.M. to 2:00 P.M., with frequent breaks for humans and

canines. During the course of training, students are requested not to work their dogs in harness after the instructor leaves for the day.

In evaluating the team's ability to function independently, the instructor looks for good control of the dog, the ability to work without close supervision and the safety of the working unit. The instructor observes solo walks and checks the team in traffic. To demonstrate the team's safety, traffic checks are done under natural conditions, as well as under contrived conditions by having a board member drive a car while the team is crossing streets. To complete the program, the team must demonstrate that constant instruction is no longer needed and the team is functioning safely and independently.

Two days after the completion of training, the instructor returns to assist with the adjustment process. Upstate retains the right to visit on a monthly basis during the first year after graduation, if such visits are deemed necessary. Annual after-care visits are required from that time on, unless the graduate obtains unconditional ownership of the dog. Other after-care visits are provided as needed or requested. Underlining the personal nature of the relationship between Upstate and its graduates, a Board member contacts each graduate to discuss the team's progress and the graduate's evaluation of the training program. Board members are also involved in the after-care visiting program. At this time, there is no graduate newsletter, but those who want to remain involved with the program are invited to give educational talks about Upstate to service clubs and schools.

Upstate has designed a canine utilization contract with ownership provisions. In this contract Upstate is recognized as the sole owner of the graduated dog, except when the graduate has applied for ownership and Upstate has agreed to give it. The graduate accepts responsibility for the care of the dog, including feeding, grooming, veterinary care, licensing, exercise and housing. The contract absolves Upstate from any liability for the dog's behavior. The dog can be repossessed if not being utilized as a guide dog, if not given proper care, if abused or if considered to be unsafe. Upstate does not warrant or guarantee the training or the functioning of the dog. After one year the graduate can apply for ownership, but Upstate retains the sole right of granting or rejecting this request.

Although Upstate does not have a veterinarian on staff, the President of the Board is a vet who can be called upon for advice. At this time Upstate is too new to have a graduate council, but one-third of the members of the Board of Directors are blind or visually impaired.

The first part of the paper discusses the importance of the study of the history of the English language. It is noted that the English language has a long and rich history, and that the study of its development is essential for a full understanding of the language. The paper then goes on to discuss the various factors that have influenced the development of the English language, including the influence of other languages, the influence of social and cultural changes, and the influence of technological advances.

The second part of the paper discusses the importance of the study of the history of the English language. It is noted that the English language has a long and rich history, and that the study of its development is essential for a full understanding of the language. The paper then goes on to discuss the various factors that have influenced the development of the English language, including the influence of other languages, the influence of social and cultural changes, and the influence of technological advances.

The third part of the paper discusses the importance of the study of the history of the English language. It is noted that the English language has a long and rich history, and that the study of its development is essential for a full understanding of the language. The paper then goes on to discuss the various factors that have influenced the development of the English language, including the influence of other languages, the influence of social and cultural changes, and the influence of technological advances.

The fourth part of the paper discusses the importance of the study of the history of the English language. It is noted that the English language has a long and rich history, and that the study of its development is essential for a full understanding of the language. The paper then goes on to discuss the various factors that have influenced the development of the English language, including the influence of other languages, the influence of social and cultural changes, and the influence of technological advances.

The fifth part of the paper discusses the importance of the study of the history of the English language. It is noted that the English language has a long and rich history, and that the study of its development is essential for a full understanding of the language. The paper then goes on to discuss the various factors that have influenced the development of the English language, including the influence of other languages, the influence of social and cultural changes, and the influence of technological advances.

APPENDIX

NAME OF SCHOOL	ADDRESS	TELEPHONE
Canadian Guide Dogs for the Blind (CGDB)	P. O. Box 280 4120 Rideau Valley Drive North Manotick, Ontario Canada K4M 1A3	tel. 613-692-7777 FAX 613-692-0650
Canine Vision Canada Ron Brown, CEO	P.O. Box 907 152 Wilson St. Oakville, Ontario Canada L6K 3H2	
La Fondation Mira Inc. (Mira)	1820 Rang Nord-Ouest Sainte-Madeleine QC Canada J0H 1S0	tel. 514-875-6668 FAX 514-795-3789
Eye Dog Foundation of Arizona (Eye Dog)	8252 South 15 Avenue Phoenix, AZ 85041 <u>Administrative Office</u> 512 North Larchmont Boulevard Los Angeles, CA 90004	tel. 602-276-0051
Fidelco Guide Dog Foundation Inc. (Fidelco) (1981)	P. O. Box 142 Bloomfield, CT 06002	tel. 203-243-5200 FAX 203-243-7215
Freedom Guide Dogs (Freedom)	1210 Hardscrabble Road Cassville, NY 13318	tel. 315-822-5132
Guide Dogs of America (GDA), formerly International Guiding Eyes	13445 Glenoaks Boulevard Sylmar, CA 91342	tel. 818-362-5834 FAX 818-362-6870
Guide Dogs of the Desert, Inc. (GDD)	P. O. Box 1692 Palm Springs, CA 92263	tel. 619-329-6257 FAX 619-329-2127

NAME OF SCHOOL	ADDRESS	TELEPHONE
Guide Dog Foundation for the Blind, Inc. (the Foundation) (1946)	371 East Jericho Turnpike Smithtown, NY 11787-2976	tel. 516-265-2121 (NY state) 800-548-4337 (outside NY) FAX 516-361-5192 516-366-4462 (computer bulletin board)
Guide Dogs for the Blind, Inc. (Guide Dogs) (1942)	P. O. Box 151200 San Rafael, CA 94915-1200	tel. 415-499-4000 or 800-295-4050 FAX 499-4035
Guiding Eyes For The Blind, Inc. (GEB) (1956)	611 Granite Springs Road Yorktown Heights, NY 10598	tel. 914-245-4024 or 800-942-0149 FAX 914-245-1609
Kansas Specialty Dog Service (KSDS)	P. O. Box 216, Highway 36 Washington, KS 66968	tel. 913-325-2256 FAX 913-325-2258
Leader Dogs for the Blind (Leader) (1939)	1039 South Rochester Road P. O. Box 5000 Rochester, MI 48307	tel. 810-651-9011 FAX 810-651-5812
Pilot Dogs Inc. (Pilot) (1950)	625 West Town St. Columbus, OH 43215	tel. 614-221-6367 FAX 614-221-1577
Southeastern Guide Dogs Inc. (Southeastern) (1984)	4210 77th Street, East Palmetto, FL 34221	tel. 813-729-5665 FAX 813-729-6646
The Seeing Eye, Inc. (Seeing Eye) (1929)	P. O. Box 375 Morristown, NJ 07963-0375	tel. 800-539-4425
Upstate Guide Dog Association, Inc. (Upstate)	P. O. Box 165 Hamlin, NY 14464	tel. 716-964-8815

INFORMATION REQUESTED FOR THE REVISION OF
(A GUIDE TO GUIDE DOG SCHOOLS"

(Please answer all questions and identify answers with numerical designation of each question; e.g. A-3 or C-5.)

A. History

1. When was your program founded and by whom?
2. Provide a brief historical sketch.

B. Application

1. Send copy of current application packet.
2. Is your application form available in (a) large print, (b) braille and/or (c) cassette?
3. Are other print documents or material available in (a) large print, (b) braille and/or (c) cassette? Specify type of material.
4. What is the minimum age requirement for an applicant?
5. Is an in-home interview part of the application process? If yes, who does the interviewing? If no, do you ask for a video of the applicant's current mobility skills?
6. What percentage of applicants are accepted for training?
7. What are your most frequent reasons for rejecting an applicant?
8. How long does it take from receipt of completed application to formal acceptance for (a) new applicants and (b) retrainees?
9. How long does it take from receipt of completed application to the start of training for (a) new applicants and (b) retrainees?
10. Do you accept applicants from outside the US? If yes, which countries?
11. Do you accept applicants with disabilities in addition to blindness? If yes, which disabilities?

C. Dog acquisition

1. What breeds do you use?
2. In the last couple of years, what percentage of your graduated dogs were from each of the breeds you listed above?
3. Do you have a breeding program? If so, for which breeds?
4. What percentage of your dogs come from outside your breeding program? Of these, what percentage are (a) donated, (b) purchased or (c) rescued?
5. What percentage of your own bred dogs graduate as guides?
6. What percentage of donated dogs graduate?
7. What percentage of purchased dogs graduate?
8. What percentage of rescued dogs graduate?

D. Puppy raising

1. Do you use puppy raisers?
2. What are your qualifications for puppy raisers, such as age, distance from facility, etc.?
3. How old are puppies when they are placed with raisers?
4. How long do dogs stay in raisers' homes before being returned for training?
5. What training do raisers receive, such as dog training manuals, required participation in training classes, informal get-togethers with other raisers, etc.?
6. Are your raisers supervised? If yes, is supervisor a volunteer or staff member? How often do supervisors observe dogs and raisers? Do students and raisers have the opportunity to meet? If yes, under what circumstances?
7. Who pays for dog food for the puppies in foster homes?
8. Who pays vet costs for puppies in foster homes?

E. Staff

1. How many qualified trainers are on your staff?
2. How many apprentice trainers are on your staff?
3. How are apprentices recruited?
4. What are the educational and experiential requirements for acceptance as an apprentice?
5. How many dogs does a trainer have on a training string?
6. Are trainers required to take continuing education classes? If yes, give details.
7. Do you have a veterinarian on staff?
8. Is there a nurse on duty while students are in class?
9. Do you have any blind employees? If yes, how many and in what positions?

F. Statistics

1. What was your operating budget in 1992?
2. How many teams were graduated in 1992 from (a) the US and (b) outside the US?
3. How many classes were held in 1992?
4. How many of the students starting training in 1992 did not complete it? For what reasons?
5. In 1992, how many students had their dogs changed during training?
6. How many teams were trained in their home area during 1992? What was the basis for selecting these individuals for home training?
7. How many teams were graduated in 1991?
8. Of the teams graduated in 1991, how many dogs were returned within one year of graduation? For what reasons?
9. What is the average working life of a graduated dog?

G. Expenses

1. Is there any cost to the student for the dog? If yes, how much?

2. Do you pay transportation costs?
3. Do you help with vet care expenses after graduation? If yes, how much?
4. Are there any charges for room and board? If yes, how much?

H. Training

1. What is the usual age of a dog entering training?
2. How long are dogs trained before being matched with their blind partners?
3. Does your training include (a) escalators, (b) retrieve, (c) follow, (d) find an empty seat, (e) revolving doors, (f) subways, (g) trains, (h) light rail, (i) buses, (j) country walks, (k) night walks?
4. Are dogs traffic checked during training? If yes, are cars driven by staff?
5. Are dogs trained to leash relieve?

I. Team training

1. How many students are there in a class?
2. How many trainers are there for a class?
3. How long is the training period for a first-time student?
4. How long is the training period for a retrainee?
5. Are those who have trained with dogs at other schools considered retrainees or first time students? Under what circumstances, if any, would you consider a person who has worked with a dog from another school a retrainee?
6. What are your selection criteria for matching student and dog?
7. On what day of the week do students arrive for training?
8. On what day of the training program is the team united?
9. Is there a contract? If yes, enclose a copy. When does student sign the contract? Does student get a copy of the contract before entering training?
10. Is ownership given to the student? If yes, when? If there is an ownership contract, send a copy.
11. Are students taught to pick up after their dogs defecate? If yes, are they required to do so each time the dog defecates?
12. What is the work schedule of an average day? How many hours a day does the team work in the community?
13. When a student has a special training need which is not part of your usual curriculum, will you train the team to meet this specific need? Some specific needs we have heard guide dog users express are: the need to be guided while working around livestock, the need to be guided while pulling a baby carriage or shopping cart, the need of a musician to have a dog comfortable with music, etc.
14. How do you evaluate the team's readiness to graduate?
15. Do you have a formal graduation ceremony? If yes, describe.

J. Facilities

1. Are dormitory rooms singles or doubles?
2. Are there telephones in rooms?

3. Are there any specific dormitory rules, such as (a.) no visiting students of the opposite sex in their rooms, (b) no alcoholic beverages, (c) smoke free rooms or lounges, (d) room curfews, (e) no use of phones during certain times, etc.
4. Are students permitted off the grounds during non-working hours? If yes, under what circumstances, with or without their dogs?
5. When are visitors permitted?
6. Are accommodations made for students who need to attend community support groups, such as Alcoholics Anonymous?
7. What recreation facilities do you have? Such as, (a) musical instruments, specify, (b) braille games, (c) braille reading material, (d) talking books, (e) ham radios, (f) computers, (g) exercise equipment, specify, (h) other, specify.
8. Are there radios in student rooms?

K. After graduation

1. Are graduates asked to fill out progress reports after graduation? If yes, send forms.
2. Do you have scheduled aftercare visits? If yes, when and how often?
3. If a graduate is experiencing problems that cannot be solved by phone, is a trainer sent to help? If yes, what are your geographic restrictions?
4. Is a graduate ever brought back to the school for a refresher course?
5. Do you have a graduate newsletter? If yes, is it available in (a) large print, (b) braille, (c) cassette?
6. Do you have a graduate council? If yes, what is its role, how many members, how are members selected, how often does it meet?
7. Do you involve graduates in fund raising? If yes, how?
8. Do you have a toll free telephone number?

HV1709 Ea62 1994
Eames, Ed; Eames, Toni
A GUIDE TO GUIDE DOG SCHOOLS

DATE DUE

AMERICAN FOUNDATION FOR THE BLIND, INC
11 PINE PLAZA - STE. 300
NEW YORK, N Y 10001

DEMCO

